



# ANNUAL REPORT 2022

FOR YEAR ENDING 31 DECEMBER 2022

St John's Greek Orthodox College

ABN: 65064790343

1 Blanch Street,

Preston, Victoria 3072







# CONTENTS

PRINCIPAL'S REPORT

OUR SCHOOL

VISION

LEADERSHIP

GOVERNANCE

FINANCE

OUR STUDENTS

2022 VCE RESULTS

NAPLAN RESULTS

STUDENT HIGHLIGHTS

STUDENT ATTENDANCE

COMMUNITY REPRESENTATION

OUR STAFF

ACHIEVEMENTS



## PRINCIPAL'S REPORT

I am proud to present the College's 2022 Annual Report. In 2022, Mrs Anna Urban completed her third and final year of principalship at St John's College. It was the first full year of onsite learning following two years of highly disrupted education. It was joyful to have everyone in our community together. The year was filled with a myriad of activities including many community social events, school camps, incursions, excursions and special events.

The College Board continued the school improvement journey by continuing to work toward our five key strategic objectives: the overall goal being enrolment growth. We continued to meet ambitious targets in the following five areas:

1. Financial Viability; enrolment growth including reputational repair.
2. Facilities: development and implementation of a capital works program to improve grounds and facilities including providing access to high quality curriculum/IT resources.
3. Strengthen Community: review our vision, mission and values. Renew Christian Orthodoxy and Hellenic traditions.
4. Student Achievement: provide a rigorous professional learning program for staff so that teachers deliver high quality teaching and a comprehensive curriculum.
  - Lift student performance in literacy and numeracy to at or above national averages for student in Foundation to Year 10 (NAPLAN).
  - Achieve a VCE all studies mean score of 30 by 2023 (Median Studies Score in 2021 was 29).
5. Governance and Operations: streamline College operational and administrative processes.

The Greek Orthodox Archdiocese of Australia, the Board and the Principal have worked together to renew our College as a vibrant learning community with a bright long-term future in line with these strategic initiatives. The student VCE results and NAPLAN data are a reflection of the high quality teaching and learning programs we offer students enrolled at St John's College. The achievements of the students are a testament to the dedication of our teaching staff and commitment of our students to their learning.



Our Christian Orthodox faith and Hellenic cultural links have been strengthened by continual extension of programs including extra-curricular opportunities particularly in The Arts; a highlight was The Arts Gala held with Oakleigh Grammar School.

We are a school of choice for families seeking a school with a strong pastoral care program, Christian values-based education, expert staff, a broad and balanced core curriculum with a broad array of extra-curricular opportunities.

That we are becoming a preferred school is evidenced by an enrolment rate of 10% annually; enrolment in 2022 was 291 students at the year's close. The ambitious strategic plan developed with the Board in early 2020 is coming to fruition.

I acknowledge the work of the executive leadership team who perform their roles with expertise, as well as our teachers and generalist staff who work with commitment and dedication to support our students and families. I also extend deep gratitude to His Eminence Archbishop Makarios of Australia for his love and care, His Grace Bishop Evmenios of Kerasounda and Father John Frangos for their support as well as the Board for their governance of St John's College. Thank you to our families for entrusting us with the care and education of your children.

Mrs Anna Urban and Mr Andrew Ponsford  
College Principals





OUR SCHOOL





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 a Foundation to Year 12 independent co-educational school located in Preston in the northern suburbs of Melbourne. 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 – Philotimo'. Our mission is 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. At St John's College, we provide faith based (Christian) education, quality teaching, a 'learner model' that promotes agency in learning, as well as individualised care and support for our students. We enable our students to achieve academic success alongside nurturing the development of the whole person; this includes having high expectations, providing personalised learning opportunities and responsive pastoral care. Our staff work in partnership with parents to support our students' growth by offering termly parent/student/teacher conferences, real time direct messaging to teachers, progressive assessment (Year 5 to Year 12), community information experiences and a range of special events.

We offer a rigorous teacher professional learning program so that our students are provided with the very best teaching practice. Our teachers work collaboratively to develop dynamic learning opportunities that promote student agency in learning. We want our students to be able to plan, monitor and evaluate their learning. Our goal is to help students to learn to 'think.' This means they will be able to use the facts they know to build understanding and make connections, to critically evaluate information, and to be able to synthesize and apply their knowledge to solve real world problems. Our approach is based upon the making thinking visible research-based approach developed at Harvard's Project Zero. This approach has been shown to positively impact student engagement, learning, and development as thinkers.

At our school, students are provided with the knowledge, skills and values they require to prepare them for higher education, training, employment, and life in a changing global world. As a college we encourage our students to live our school values everyday: we teach them how to L.E.A.D. (love-excel-achieve-dream).

We aim to love God and one another, by being respectful and compassionate, to show integrity, tolerance, and a desire to help others. We aim to enjoy life and learning, to have fun, enjoy families and friendships and appreciate Hellenic language and culture. We aspire to achieve by aiming high and striving for our personal best in all aspects of growth and development. We dare to dream and make a difference, to have the faith and courage to persevere and persist with optimism and resilience.

St John's College offers the Victorian Curriculum from Foundation to Year 10 and VCE/VCAL (including vet) for our Year 11 and 12 students. We support our students to pursue their talents and develop their expertise in their areas of interest. Our extra-curricular programs enhance the academic, leadership, artistic, cultural, sporting, and personal pursuits of all students across each stage of their development. Sport is an integral part of school life, and all students participate in inter-school sporting competitions including basketball, football, netball, soccer, softball, cricket, volleyball, and football. Students also participate in arts and athletics carnivals. Students are encouraged to take part in a range of extra-curricular activities including dance, performing arts, languages, private music lessons (piano, strings, and guitar), lunchtime clubs, school productions and concerts. Student leadership, community service, enrichment, excursion, and camp programs are also provided.

St John's College aims to create a positive and happy atmosphere conducive to learning. We provide a safe learning environment to ensure our students' engagement in learning is maximised. We want all our students to love coming to school every day, so they have every opportunity to develop the self-confidence and social skills they need to take their place as spiritually aware and productive members of the school and wider community.

# ST JOHN'S COLLEGE

## MISSION, VISION AND VALUES

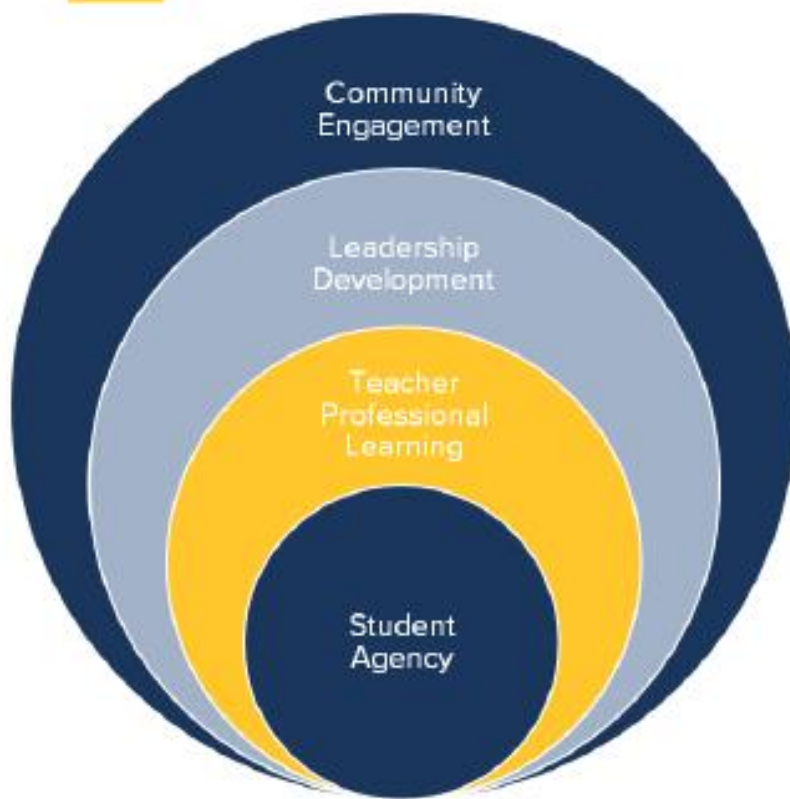
### MISSION

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

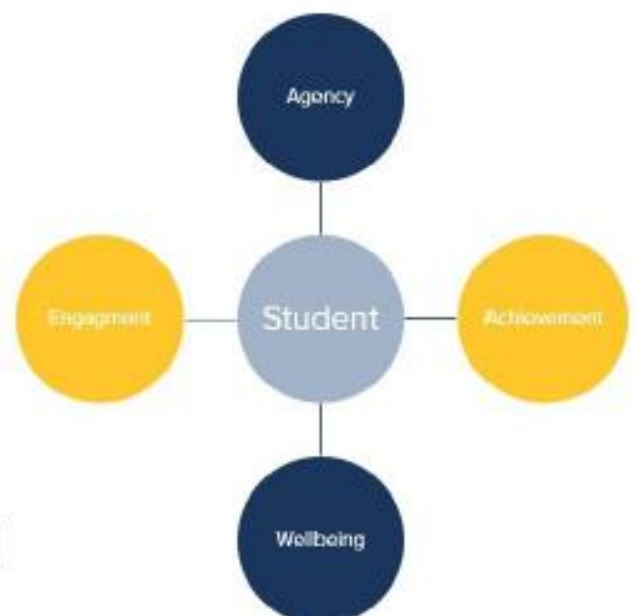


### VISION

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.



## 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 committed to acting in the best interests of children and to keeping them safe as per **Ministerial Order 1359 (2022)**.

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.

## Risk Management

St John's College uses the CompliSpace package to ensure policies and procedures are compliant with VRQA requirements. Hazards and risks are managed via this system. Plan Check Go was implemented for the management of excursions, incursions and camps. The Director of Operations manages OHS compliance, risk management, facilities, cleaning and maintenance.

## Our Learning Environment

At St John's College we support students to develop Christian Orthodox principles and provide the students with opportunities to grow as mature and caring adults, based on College values. Our school:

- Develops students' ability to think logically, creatively, and critically.
- 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 collaborative, independent and self-motivated learners.
- Involves students in local, national and global issues to promote engagement and social responsibility.



LEADERSHIP

St John's College, led by the College Principal, Mrs Anna Urban, with the support and guidance of the Board Chair, Father John Frangos, the Board of Directors continues to honour the school's proud foundations and history, while remaining committed to the continual improvement the school has become known for.

Working alongside Mrs Anna Urban are a team of highly experienced senior staff who make up the Executive Team.



Anna Urban  
**College Principal**



Derek Sherwood  
**Deputy Principal**



Kathryn Drougas  
**Director of Administration**



Sophia Georgoulos  
**College Accountant**



Effie Evangelakos  
**Head of Junior School**



Fransizka Sarigianoglou  
**Head of Senior School**



Hari Vlahos  
**Head of Learning Enhancement**



Christine Kargas  
**Head of Curriculum**



# GOVERNANCE

# St John's College is governed by a Board of Directors which provides overall strategic direction and oversight.



**Fr John Frangos**  
**Director – Chair of the College Board**

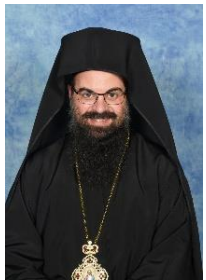
B Sc, M App Sc (Toxicology), Grad Dip Theology  
DABT, FACTRA

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.

**Mrs Stavroula Zoumboulis**  
**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.



**His Grace Bishop Evmenios Vasilopoulos**  
**Director - Co-Chair**

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 Anastassopoulos**  
**Director**

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**  
**Director**

Doctor of Philosophy, Medical Microbiology;  
Bachelor of Applied Science (Dist); Bachelor of Law;

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 Chris Klinkatsis**  
**Director – Chair of the College Board**

Bachelor of Accounting.

Practising accountant for more than 20 years.



**Mr Panos Miltiadou**  
**Director**

Bachelor Engineering and Engineering  
Management (Mechanical) with Honours  
(Monash University).

Operations Manager Visy Industries for 5 Years – infrastructure Projects. General Manager Spec Property developments for 3 years – Residential Developments. Founder and Managing Director Lucent Capital.

**Mr George Dimitropoulos**  
**Director**

B.Bus - Bachelor Business [Deakin University],

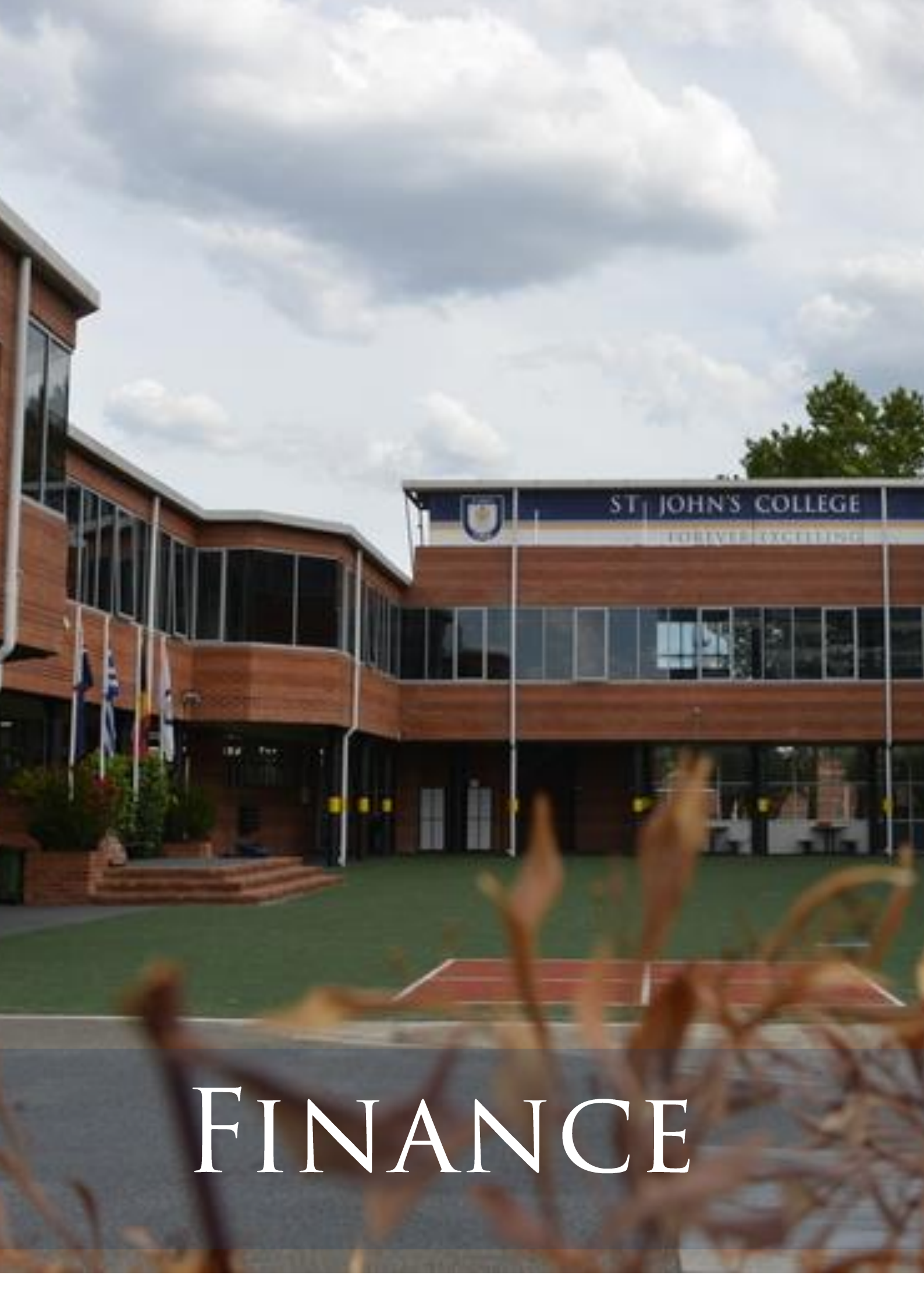
FIPA [Fellow Institute Of Public Accountants],  
FFA [Fellow Institute Of Financial Accountants],  
FNTAA [Fellow National Tax & Accountants'  
Association], MAICD [Member Australian  
Institute Of Company Directors]. Partner  
Accounting Associates, CFO KonQa, Accountant  
& Board Member Aetolian College Of Hellenic  
Language And Culture [Vic] Limited



**Ms Marika Mellas**  
**Director**

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.



# FINANCE

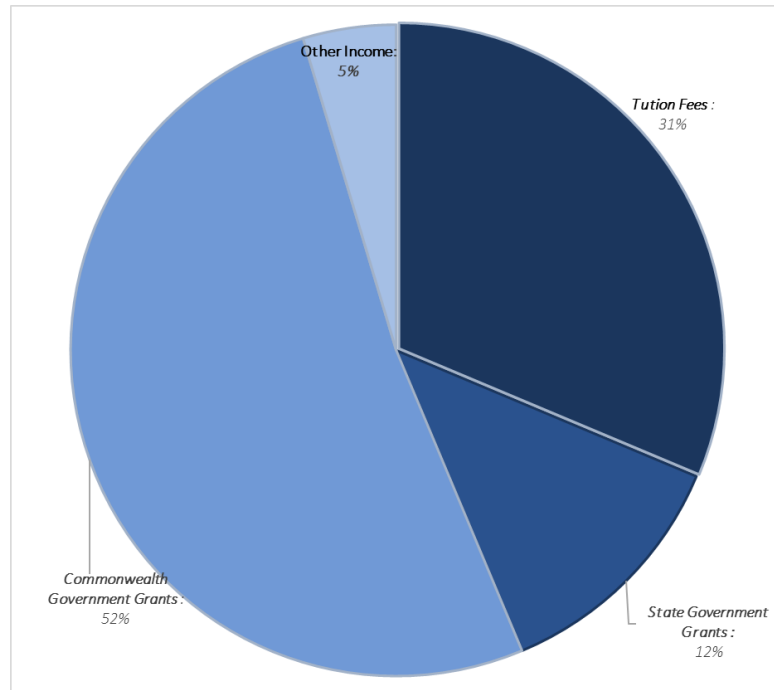


St John's College is a Not-for-Profit organisation and a registered charity under the Australian Charities and Not-for-profit Commission (ACNC).

The College has completed 43 calendar years of operation and has strong business practices in place and is managed in an effective and compliant manner.

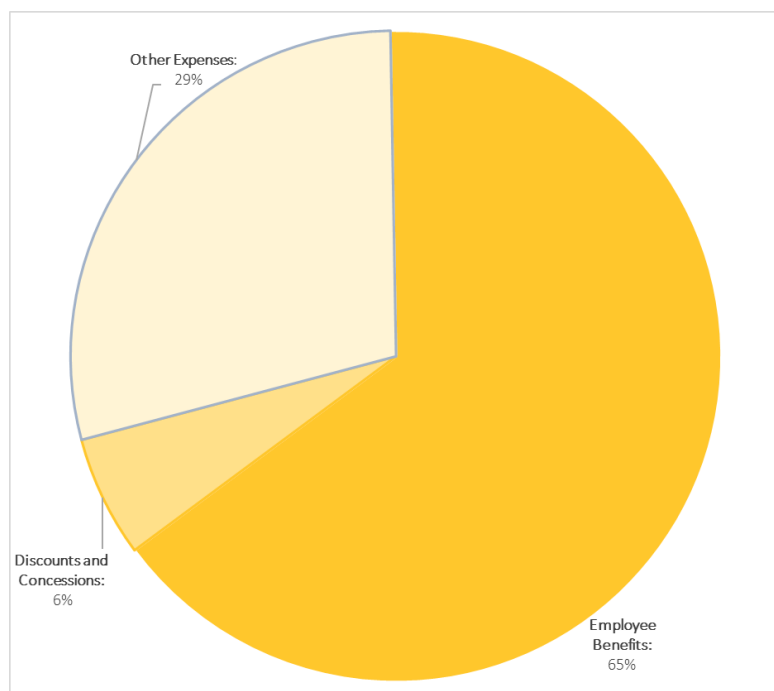
Our Finances indicate the categories of income and expenditure for 2022 based on our audited reports.

### INCOME



Income for the year ended 31st of December 2022 was generated from the following sources: Tuition Fees and Levies 31%, State Government Grants 12%, Commonwealth Government Grants 52%, Other Income 5%. Percentages are based on figures provided in the Auditor's report 2022.

### EXPENDITURE



Expenditure for the year ended 31st December 2022 (before interest and depreciation) as expensed as follows:

Largest costs were Employee Benefits 65%, Discounts and Concessions 6%, Consumable and Other Expenses 65%. (as a percentage of expenses). Our Finances indicate the categories of income and expenditure for 2022. The percentages are based on our audited reports. Based on figures provided in the Auditor's report 2022 excludes depreciation.



# OUR STUDENTS

## Student Attendance

Maximising student attendance is a priority at St John's College. High rates of absence from school may severely interrupt student engagement and achievement.

### Average Attendance

2022	2021	2020
85.08%	97.35%	89%

The higher rate of attendance in 2021 was due to remote learning and higher levels of engagement (as well as changed federal government advice on how to collect student attendance data). Attendance in 2022 at 85.08%.

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 teachers, followed up by the administration staff, and contact is made to notify parents (daily SMS).

### Student Engagement Achievement and Wellbeing

The College Child Safe and Student Wellbeing Committee met twice each term to discuss whole school approaches as well as case management/support for individual students. The student engagement and wellbeing team included the Principal, the Heads of Senior and Junior Schools, the Learning Enhancement Coordinator, and the Director of Operations. Two Learning Support officers also supported students with additional/complex needs. Visiting speech therapists and special education teachers supported the development and implementation of individual learning plans. One to one support was provided to students when the need was identified (via the development of Safety Plans, Medical Support Plans or similar).

In 2022 the College commenced the LEAP program (Learning Engagement Adjusted Program) for a group of very high needs lower secondary students. The LEAP students have a dedicated classroom and teacher; they attend literacy and numeracy classes with their class teacher but other classes with peers supported by their teacher and an integration aid.

### Strategies to support students include:

- Insight Online Assessment Prep to Year 1
- Annual PAT (Progressive Achievement Testing) Years 2 to 10
- Mandatory Reporting and implementation of all Child Safe/Reportable Conduct Policies
- Student Support Group meetings and the development/implementation of Individual Student Learning Plans (ILP) for students with additional or complex learning needs
- Reading Assessment and Evaluation; MULTI LIT intervention program
- Formative and Summative Assessment strategies, including Essential Assessment, to ensure teachers personalise learning/teach to the point of learning need
- NCCD data gathering and reporting
- You Can Do It program for Pastoral Care – Junior School
- eSmart compliance and training for staff/eSmart Week
- Life Education Van program in Junior School
- First Aid updates and training including Anaphylaxis and Asthma
- Careers counselling including Work Experience and RIJI
- Counselling and support via chaplaincy program
- Counselling and support from the College psychologist (consultant)

# STUDENT REPRESENTATION



*Representation of the 80th Anniversary of the Battle of Crete at the Shrine*



*His Eminence Makarios address at Moonee Ponds Parish*



*Feast Day of the Transfiguration of Our Lord*



*Oxi Day Commemorations at Axion Estin, The Hellenic Memorial and The Shine*



*Antipodes Festival Representation Stall, dancers, Bouzouki Ensemble*



*Greek Independence Day*



*Good Friday Drumming at Axion Estin*



*Representation at the Feast Day of St Cyril and Methodius*



*Representation for the Commemoration of the Pontian Genocide*



**St John's College holds a special place in the history of the Greek community in Melbourne. We encourage our students to participate in a range of cultural commemorations and church centred services throughout the school year. This creates in our students an appreciation and respect for the past and helps to strengthen their faith and community connections.**

In any given year, our students represent our College in a number of events. In a year of changing COVID-19 requirements, our students and leadership were able to attend many more in comparison to previous years.

In March of 2022, our students attended the celebrations and commemorations for Greek Independence Day, held at St Eustathios Church in South Melbourne, followed by a wreath laying service at the Shrine of Remembrance. Students and leaders, along His Eminence Archbishop Makarios of Australia also remembered those who lost their lives in the freedom efforts.

On campus at the College, our students and staff paid their respects to our country, to commemorate ANZAC Day and to all those who have lost their lives in service in the armed forces. The Senior School marching band and flag bearers led the way for the Greek Presidential Guard 'Evzones'. During the assembly, our Byzantine Chanting group sang a memorial hymn for those who have lost their lives during war. Our Year 12 captains spoke about the commemoration of ANZAC Day and the importance of remembering the sacrifice others have made for our freedom today.

The Antipodes Greek Festival is the largest in the Southern Hemisphere and was a great opportunity for our Greek dancing group to perform a range of traditional dances from across Greece in traditional costumes.

Our Greek Band and Bouzouki Ensemble, under the direction of Mr Pantelis Krestas took to the main stage in an outstanding performance.

Building on students learning of World War II and at the invitation of the Hellenic RSL, students attended commemorations for the 80<sup>th</sup> Anniversary of the Battle of Crete as well as 'OXI' Day commemorations and wreath laying service at the Hellenic Memorial.

Throughout the year our students attend a number of church feast day services of local parishes which strengthens our students faith and learning within Christian Orthodox lessons.



*ANZAC Day wreath laying service and assembly by Helena P (Yr 11) and Major Vasileios Sakelaropoulos of the Greek Armed Forces*

# STUDENT HIGHLIGHTS



VCAL Barista Course



Junior School  
SJC's Got Talent Show



Year 7 & 8 Museum Excursion  
Hellenic Museum



100 Days of School for  
Foundation Students



Science Week Supreme Science  
Incursion - Whole School



Athletics Day



Year 3 & 4 Camp  
Manyung



Year 5 & 6 Camp  
Australian Capital Territory



Year 7 & 8 Camp  
Wilson's Prom



Duke of Edinburgh Camp



Junior School - Book Week  
and Dress up Day



St Johns College and  
Oakleigh Grammar  
Sport Carnival



St Johns College and  
Oakleigh Grammar  
Arts Gala



Year 6 Graduation  
Ceremony



R U OK? Day Walk  
and Talk-a-thon



Year 12 Rose Ceremony



Abbess Melani's  
Visit to SJC



Winter Music Concert



Senior School  
Presentation Ceremony



Evzones Visit to SJC

# COMMUNITY EVENTS



*Parents Association Annual Dinner Dance*



*Father's Day Breakfast*



*Kalanda*



*Mother's Day Morning Tea*



*Olive Festival*



*Movie Night and Picnic*



*Senior School Dance Event*



2022 VCE

RESULTS



# CLASS OF 2022

80+

22% of our students  
achieved an ATAR of 80+  
TOP 20% OF THE STATE

70+

56% of our students  
achieved an ATAR of 70+  
TOP 30% OF THE STATE

45+

50% of our students  
achieved a study score of 45+  
IN MODERN GREEK

## TOP OF CLASS

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Median Study  
Score

30

Study Scores  
40 or more

6.1%



Psychology

AΩ

Greek

## PATHWAYS

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University  
Offers  
82%

Tafe  
Offers  
14%

Employment  
4%

## RESULTS

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Maria Anastassopoulos  
2022 College Dux



# NAPLAN RESULTS

## HIGH QUALITY LEARNING – STUDENT OUTCOMES

The 2022 NAPLAN results are extremely positive in Years 3, 5, 7 and 9 cohorts. Our students out-performed the National averages for every measure in reading, writing, spelling grammar and punctuation, and numeracy.

In the table below a comparison of performance of SJC students to all students across Australia is presented. In all test areas, students at the College outperformed the national averages. The number and percentage of questions a student needs to answer correctly to achieve the national minimum standard varies depending on the test domain and year level. The number of test items at or below the national minimum standard can also vary between test years depending on the spread of items in the tests. <https://www.nap.edu.au/results-and-reports>

<b>Year 3</b>	<b>Students ABOVE the National Minimum Standard 2022</b>	<b>Students ABOVE the National Minimum Standard 2021</b>	<b>Students ABOVE the National Minimum Standard 2019</b>
<b>Reading</b>	97%	100%	100%
<b>Writing</b>	100%	93%	100%
<b>Grammar and Punctuation</b>	96%	100%	91%
<b>Spelling</b>	97%	100%	100%
<b>Numeracy</b>	100%	86%	83%

<b>Year 5</b>	<b>Students ABOVE the National Minimum Standard 2022</b>	<b>Students ABOVE the National Minimum Standard 2021</b>	<b>Students ABOVE the National Minimum Standard 2019</b>
<b>Reading</b>	100%	82%	87%
<b>Writing</b>	100%	100%	93%
<b>Grammar and Punctuation</b>	100%	82%	93%
<b>Spelling</b>	100%	82%	93%
<b>Numeracy</b>	100%	82%	87%

<b>Year 7</b>	<b>Students ABOVE the National Minimum Standard 2022</b>	<b>Students ABOVE the National Minimum Standard 2021</b>	<b>Students ABOVE the National Minimum Standard 2019</b>
<b>Reading</b>	97%	86%	83%
<b>Writing</b>	100%	96%	59%
<b>Grammar and Punctuation</b>	96%	96%	88%
<b>Spelling</b>	97%	87%	75%
<b>Numeracy</b>	100%	82%	88%

<b>Year 9</b>	<b>Students ABOVE the National Minimum Standard 2022</b>	<b>Students ABOVE the National Minimum Standard 2021</b>	<b>Students ABOVE the National Minimum Standard 2019</b>
<b>Reading</b>	78%	89%	93%
<b>Writing</b>	100%	84%	44%
<b>Grammar and Punctuation</b>	85%	84%	94%
<b>Spelling</b>	71%	79%	88%
<b>Numeracy</b>	100%	89%	100%



OUR STAFF

## Teacher Professional Learning

In 2022 the College held its third staff professional learning conference. Mrs Anna Urban presented the strategic vision of the school and took the staff through a virtual tour. She emphasized the need for the College to provide quality teaching and curriculum. Dr Gabby Ostrognay (organisational psychologist) took the staff through a 'living our values' activities to further extend our commitment and understanding of how to enact the school's Vision, Mission and Values. Mrs Judy Petch (education consultant) led the staff through an activity to support further reflection about how we commit to our teaching and learning frameworks including our new Learner Behaviour Model.

Over 2022 teachers continued to attend teacher professional learning each Tuesday afternoon. Mrs Judy Petch provided a rubric to support the implementation of the Learner Behaviour Model. She also assisted teacher to continue to implement thinking routines from The Power of Making Thinking Visible (Church & Ritchhart). In Term 3, Mrs Petch supported the teachers to develop the St John's College Instructional Model. The Instructional Model will be included in the new Teaching and Learning Charter to be launched in 2023. The Instructional Model is the final piece of the teaching and learning approach for St John's College and designed to support the implementation of consistent high quality teaching practice across the school. Mrs Petch continued to offer observation and coaching for teachers as well as support for our provisionally registered teachers through mentoring sessions. The student feedback survey was adjusted and redistributed to students in early Term 4. The intention of the student survey is to help us identify strengths and areas of improvement for our teaching practice. For the first time a staff opinion/feedback survey was also distributed.

Over the year, teachers worked together each Thursday afternoon to co-design curriculum; Senior School and specialist teachers were supported in this work by Mrs Chris Kargas (Head of Curriculum). Mr Nikos Bogiannidis (Head of Digital Practice) provided professional learning for all teachers in integrating learning technologies, using SEQTA, assessment and reporting processes as well as providing digital technology core programs. Mrs Rachel Pascuzzo (education consultant) continued to support the Junior School teachers to gather and moderate learning data to provide differentiated learning programs for primary students. With her support the Junior School teachers continued to implement the Literacy Charter and the Numeracy Charter. 'Essential Assessments' was implemented for all students from Year 1 to Year 10 to assess student English and mathematic skills.



Our teachers work collaboratively in teams and understand the critical importance of having a shared understanding of what effective learning looks like (Learner Behaviours) and that they (teachers) must provide quality, consistent learning experiences. The positive impact of our teacher professional learning program is demonstrated in our student assessment results; the data demonstrates that we have substantially supported increases in student achievement. Thus, there is a clear link between teacher professional learning and student achievement. Also provided to teachers were workshops and training in the following programs:

- MULTI LIT workshops and training.
- Insight Online Assessment (Foundation to Year 2) training.
- Program Achieve (You Can Do It).
- Mappen PD.
- SMART Spelling.
- Complispace – school policies and risk management portal (new in 2021).
- Disability Standards for Education - Individual Learning Plan development and Implementation (NCCD).
- LOTE Delivery and Resources development.
- VCE Teachers Networks and Key Learning Area Network
- Special Education & EAL Networks.
- ISV Leadership Development.
- IT PD: Microsoft Office and SEQTA.

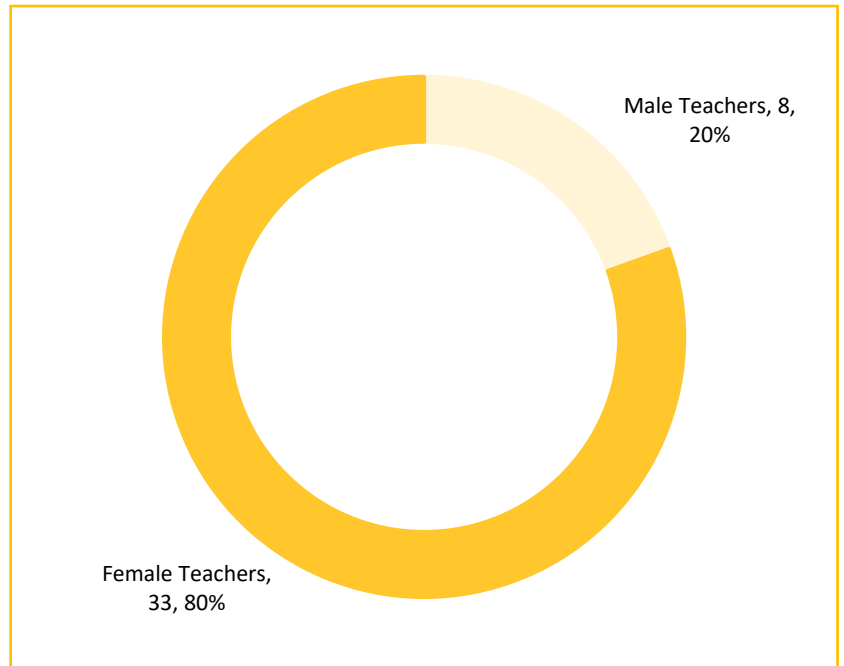
Dr Gabby Ostrognay offered coaching to individual members of the leadership team as well as several leadership workshops to support those with higher level responsibilities to develop their capacity to deliver school improvement in line with the College Strategic Plan. The Victorian Counselling and Psychology Service continued to provide employee assistance program to staff. Staff may access up to four sessions of confidential counselling regarding personal and/or professional matters.

Our staff are important members of our school community. As we found ourselves transitioning back to full time schooling, we remained committed to supporting them and priorities their safety and wellbeing.

We have also built our staffing capacity through professional development, with a greater focus on being able to offer higher levels of support and pastoral care for students and their families.

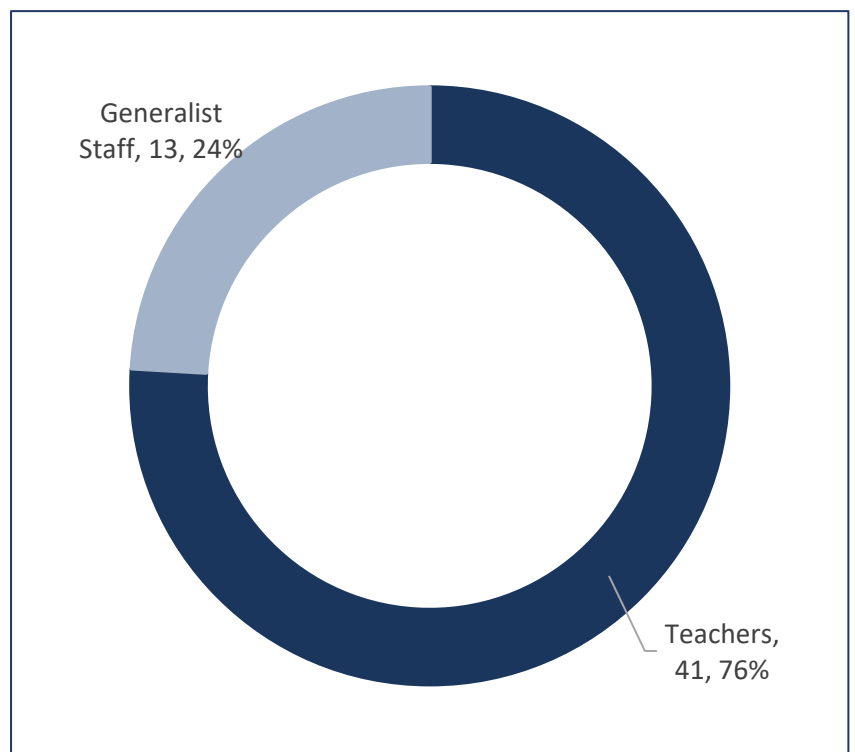
### Teaching Staff Ratios based on Gender

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### Teaching staff and Generalist Staff comparison 2022

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## Staff List and Qualifications

As at 1 December 2022

Principal		Teaching Staff – Junior and Senior School	
<b>Principal</b> Anna Urban	PHD Candidate Master of School Leadership Post Grad. Student Welfare Post Grad. Special Education Bachelor of Education (Sec.)	<b>SS Mathematics and Science Teacher</b> Teresa Attley	BSc(Hon) Cell and Molecular Science [Biology/Chemistry Joint Hons] MPhil in Molecular Microbiology Post Graduate Certificate in Education (PGCE) in Secondary Science (UK)
<b>Executive Team</b>		<b>Teacher Librarian</b> Meg Bailey	Bachelor of Arts (Professional Writing and Editing) Graduate Diploma of Education (Secondary)
<b>Director of Operations</b> <b>Health &amp; PE Teacher</b> Derek Sherwood	Bachelor of Applied Science (Physical Education)	<b>Head of Digital Practice</b> Nikos Bogiannidis	Certificate II Information Technology Certificate IV Training & Assessment Diploma of Teaching (Primary) Graduate Diploma of Education (Educational Studies – LOTE) Master of Education
<b>Director of Administration</b> Kathryn Drougas	Bachelor of Business (Marketing/Commercial Law)	<b>Health PE – Senior School</b> Laura Crake	Bachelor of Education (Secondary)
<b>College Accountant</b> Sophia Georgoulos	B Orth, MPA, CPA	<b>Year 3 &amp; 4 Teacher</b> Giordana DeLuca	VIT Registered
<b>Head of Learning Enhancement</b> <b>Special Needs Teacher, EAL Support</b> Hari Vlahos	Bachelor of Education Diploma of Teaching Early Childhood	<b>English Math Senior School</b> Rania El Sheikh	Bachelor of Education Bachelor of Health Science & Engineering
<b>Head of Senior School</b> <b>Psychology Teacher</b> Franziska Sarigianoglou	Bachelor of Applied Science (Psychology) Graduate Diploma of Education (Secondary)	<b>Family Leave 2020-2022</b> Ellie Fakos	Bachelor of Education
<b>Head of Curriculum</b> Christine Kargas	Bachelor of Education Master of Numeracy	<b>English Teacher</b> Ourania Giannos	Bachelor of Arts Graduate Diploma in Education
<b>Head of Junior School</b> Effie Evangelakos	Diploma of Teaching Graduate Diploma in Intercultural (Major Greek)	<b>Year 5/6 Teacher</b> Julie Hanos	Diploma of Education Bachelor of Education
<b>Administration and Facilities Staff</b>		<b>Mathematics and Science Teacher</b> Tim Kemp	Bachelor of Science Bachelor of Teaching (Sec.)
<b>Enrolments Officer</b> Francesca Alonso		<b>Year 2 Teacher</b> Roula Kordas	Diploma of Teaching (Primary)
<b>Executive Assistant</b> Jenny Vitsentzos		<b>Orthodoxy and JS Literacy Intervention</b> Joanna Krikelis	Graduate Diploma in Theology Certificate IV in Liberal Arts Bachelor of Education (P-12) Certificate IV in T&A (inc. upgrade)
<b>Family Liaison Officer</b> Vicki Ioannidis		<b>Humanities, Legal Studies, Civics &amp; Citizenship Teacher</b> Adam Lonie	Bachelor of Arts Diploma of Education

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.

## Staff List and Qualifications

As at 1 December 2022

Administration and Facilities Staff		Teaching Staff – Junior and Senior School	
<b>Receptionist</b> Victoria Mitchell		<b>Mathematics &amp; Physics Teacher</b> Akram Mikhail	Graduate Diploma of Education (Secondary)
<b>Marketing Assistant</b> Doniya Foundoglou		<b>Humanities &amp; Business Management Teacher</b> <b>Pre-service Teacher</b> <b>Placement Coordinator</b> Effie Mourtzios,	Bachelor of Arts Diploma of Education
<b>School Nurse</b> Amanda Ocean Pacifique		<b>Health and PE Teacher</b> David Neilson	Diploma in Education Advanced Diploma in Business (Marketing) Sports Administration Degree
<b>Bookkeeper</b> Mary Chhiev		<b>Greek Language Teacher</b> Maria-Stella Papageorgiou,	Bachelor of Arts Diploma of Education
<b>Maintenance Officer</b> Dennis Ball		<b>Long Service Leave 2022</b> Androulla Papakonstantinou	Bachelor of Arts Diploma of Education
<b>IT Manager</b> Loc Nguyen		<b>English Teacher</b> Antoniette Pastorelli	Bachelor of Arts Diploma of Education
<b>IT Support</b> Tasos Petousis		<b>Prep Teacher</b> Emily Phillips	Bachelor of Education (Primary)
<b>Learning Enhancement and Support</b>		<b>Year 3/4 Teacher</b> Sarah Powell	Master of Speech Pathology. Bachelor of Education (Primary)
<b>LEAP Teacher</b> Effie Konstas	Bachelor of Education (Primary)	<b>History and Humanities Teacher</b> Veerendra Prasad	VIT Registered
<b>EAL Teacher</b> Konstantina Dimitriadis	Bachelor of Arts Graduate Diploma in Education (Secondary)	<b>Science and Math Teacher</b> Charlotte Shi	Master of Teaching (Secondary) Bachelor of Science (Food Science)
<b>Learning Support Officer</b> Angela Tattos		<b>Visual Arts and Humanities Teacher</b> Samantha Sokolis	Bachelor of Arts Diploma of Creative Arts Master of Education (Secondary)
<b>VCAL and EAL Teacher</b> Abby Wells	Graduate Diploma of Teaching (Secondary) BA Hons (History) Cert IV in Training & Assessment	<b>Year 2 Teacher</b> Maria Stefanidis	Graduate Diploma of Education. Bachelor of Arts (Social Science) Bachelor of Social work
<b>Learning Support Officer</b> Faye Kyranides	Certificate III Education Support	<b>Music and SS Humanities</b> Matthew Stepic	VIT Registered
		<b>Greek Language Teacher</b> Nasa Theofanis	Graduate Diploma of Education (Secondary) Bachelor of Fine Arts (Hons) Bachelor of Fine Arts
		<b>Health PE Teacher</b> Natanya Thrift	Master of Teaching (Secondary) Bachelor of Exercise & Sport Science (Psychology)
		<b>Prep Teacher</b> Rebekah Thorburn	Master of Teaching & Learning
		<b>SS English, Humanities and Digi Tech</b> Shae Warren	Bachelor of Teaching
		<b>Year 5/6 Teacher</b> Sarah Watson	Master of Teaching - Primary

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ACHIEVEMENTS

**St John's College – Achievements 2020 to 2022**

Focus	Actions	Results
Pandemic response	<ul style="list-style-type: none"> <li>Coordinated and professional response to pandemic; streamlined learning and seamless transitions from remote to onsite programs.</li> <li>High level pastoral care provided to students, families and staff.</li> </ul>	<ul style="list-style-type: none"> <li>High levels of student engagement.</li> <li>Student achievement maintained.</li> <li>Students made expected levels of learning progress (no learning time lost).</li> <li>High levels of parent satisfaction with education programs as the College transitioned between online and onsite learning.</li> </ul>
The College's reputation	<ul style="list-style-type: none"> <li>Promoted our key points of difference: Hellenic Heritage and Christian Orthodox Faith and small nurturing community.</li> </ul>	<ul style="list-style-type: none"> <li>Rebuilt the brand and restored confidence in the school's ability to meet the needs of the community.</li> <li>Improved our reputation to become a 'school of choice.'</li> <li>Enrolment growth.</li> </ul>
Enrolment	<ul style="list-style-type: none"> <li>Personal tours with the principal conducted.</li> <li>Enrolment tracking software purchased and implemented.</li> </ul>	Enrolment growth of 17% (over 3 years): <ul style="list-style-type: none"> <li>2014 to 2019 – annual enrolment average 241.</li> <li>2022 enrolment at census of 286.</li> <li>Met 2022 enrolment target of 285.</li> <li>Forecast enrolment 2023 of 310.</li> </ul>
School culture	<p>School wide consultation with all key stakeholder groups.</p> <ul style="list-style-type: none"> <li>Vision, Mission, Values and Philosophy confirmed.</li> <li>Vision Mission Values Booklet developed and published Shared Expectations (our values enacted) agreed via consultation.</li> <li>Visual representation of our Shared Expectations is on display across all classrooms and learning areas.</li> <li>Values on display with motto.</li> <li>Whole School (WS) Assembly. Weekly Values Awards at WS Assembly</li> </ul> <p>Provided strong, visible and distributed leadership.</p> <ul style="list-style-type: none"> <li>Repair of relationships with all key stakeholder groups: students, staff, families, the Board, community and Church.</li> <li>'Improvement before change'; ascertained the context and sought to understand the College's strengths and the challenges.</li> <li>Adopted a strength-based approach; identified what was working. Strengths are harnessed and renewed.</li> </ul>	<ul style="list-style-type: none"> <li>Students, staff, parents and Board 'live our values' everyday.</li> <li>A psychologically safer school where people better understand how to live Christian values and 'Philotimo'.</li> </ul>

Governance	<p>Appointment of Secretary to the Board.</p> <ul style="list-style-type: none"> <li>• Governance Training for Board.</li> <li>• Board member PD and training in Child Safety.</li> <li>• New constitution underway.</li> </ul>	<ul style="list-style-type: none"> <li>• Compliance improved.</li> </ul>
Engagement with parent community	<ul style="list-style-type: none"> <li>• Parent Association has gone from strength to strength. The PA group are running the canteen, raising funds and contributing to improving school resources.</li> <li>• Parent Association renewed (principal attends every meeting).</li> <li>• Parent education program series offered (about the school programs and raising children/parenting).</li> <li>• Parent Handbook developed and distributed (updated termly).</li> <li>• Year 7, Foundation and new student transition programs implemented.</li> <li>• Parent transition information sessions implemented.</li> <li>• Sub-school information sessions implemented.</li> <li>• General parent information session series with guest speakers implemented.</li> <li>• Weekly principal bulletin.</li> <li>• SEQTA notice board and direct messaging implemented.</li> <li>• School based Parent Opinion survey implemented 2021. Formal survey to commence 2022/2023.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved parent satisfaction.</li> </ul>
Strategic planning	<p>Developed and implemented a Strategic Plan with the Board.</p> <ul style="list-style-type: none"> <li>• Audited 10-year Business Plan developed 2022.</li> <li>• Education Plan under development 2022.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Plan 2020-2024 goals are largely achieved.</li> </ul>
Marketing and school promotion.	<ul style="list-style-type: none"> <li>• Website redeveloped.</li> <li>• Prospectus produced.</li> <li>• Social Media Coordinated.</li> <li>• Digital marketing campaign implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved public face of school; improved reputation.</li> <li>• Increased interest in the school.</li> <li>• Increased enrolment.</li> </ul>
Collaboration between the principal and Board	<p>Collaborative partnership between the principal and the Board.</p> <ul style="list-style-type: none"> <li>• Reporting with transparency.</li> <li>• VRQA compliance – budgets, Child Safe, OHS and other registration requirements.</li> <li>• Subcommittees established (Facilities, Marketing, Hellenism, Finance).</li> <li>• Improved policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Governance and operational matters attended to with a high degree of proficiency.</li> <li>• All compliance processes improved.</li> </ul>

School Leadership	<ul style="list-style-type: none"> <li>• Organisational design review and restructure.</li> <li>• Distributed leadership model implemented.</li> <li>• Appointed new employees to revised executive roles.</li> <li>• Leadership coaching and PD provided.</li> <li>• Restructure of executive team.</li> <li>• Position descriptions developed to provide role clarity.</li> <li>• Workforce reform/staffing changes.</li> <li>• Leadership development program provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Strong distributed leadership leading to staff confidence and trust.</li> <li>• Streamlined consistent approach to school management.</li> <li>• Strong shared leadership to support school improvement program.</li> </ul>
Build Capacity of the administration team	<ul style="list-style-type: none"> <li>• Role descriptions revised for all roles. New employees recruited and provided with comprehensive induction and support.</li> <li>• Complete overhaul of policy and procedures including digitisation of processes.</li> <li>• Systems updated; telephones, copiers, sound system.</li> <li>• Archiving policy in place and activated; CODAFILE implemented.</li> <li>• Increased and improved use of Synergetic/Synergetic due to improved training.</li> <li>• Assets tracked and managed (underway).</li> <li>• Tender process in place for all contracts. All contracts centrally filed and accessible.</li> <li>• Uniform provider changed in response to parent feedback.</li> <li>• Streamlined record keeping Use of SEQTA for contralised contemporaneous notetaking</li> <li>• SEQTA categories for pastoral care entries streamlined to ensure Child Safe policies are implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Streamlined and professionalized services.</li> <li>• Higher levels of parent satisfaction.</li> <li>• Improved compliance with regulatory requirements.</li> <li>• Cost efficiencies achieved.</li> <li>• Improved risk management.</li> </ul>
Financial processes	<ul style="list-style-type: none"> <li>• Budgets developed and implemented.</li> <li>• Budget managers appointed.</li> <li>• Purchase order process implemented.</li> <li>• Accurate and correct finance reporting.</li> <li>• Processes for Board to approve budgets implemented.</li> <li>• Excellent and accurate management of cashflow assets etc.</li> <li>• New payroll provider – online with desktop.</li> <li>• Transition of school provided instrumental music (IM) program to Whittlesea Music School. WMS totally manage IM program saving staff costs and College underwriting.</li> <li>• PA run canteen – all funds returned to school to support school programs: <ul style="list-style-type: none"> <li>• Investment in music resources including recording studio.</li> <li>• Investment in art and digital learning resources.</li> <li>• Student lounge and outdoor meals area funded.</li> <li>• Sandpit installed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reduced financial/operational risks.</li> <li>• Improved internal controls – better protection against risk.</li> <li>• Better management of payroll and access to records for staff and auditors.</li> <li>• Cost savings redirected into improved resources for students.</li> </ul>

Facilities	<ul style="list-style-type: none"> <li>• Revised role for the Director of Operations.</li> <li>• Investment in facilities to address OHS/safety issues.</li> <li>• Improved attractiveness and cleanliness of the entire site.</li> <li>• Master planning and capital works program developed.</li> <li>• New cleaning company appointed.</li> <li>• New maintenance personnel.</li> <li>• Moved the administration to Blanch Street; renovation of administration (single entry).</li> <li>• Fundraising to overhaul the sports courts – synthetic turf installed. Three new basketball/netball/tennis courts. Installation of Futsal court and Turf of Senior Agora.</li> </ul>	<ul style="list-style-type: none"> <li>• Safer learning and work environment that is OHS compliant.</li> <li>• Reduced risk of Workcover or building insurance claim due to fire (replaced lights and installed safety switches).</li> <li>• Safe sports grounds. Improved grounds for student use.</li> </ul>
Assurance and risk management	<ul style="list-style-type: none"> <li>• CompliSpace implemented included risk management/assurance frameworks.</li> <li>• Hazard and incident reporting centralised through CompliSpace.</li> <li>• Tag and testing implemented.</li> <li>• Emergency Management systems improved. Centralised emergency announcement system.</li> <li>• Phone system updated to provide access to telephones in classrooms.</li> <li>• Dedicated 'help desk' email for cleaning and maintenance.</li> </ul>	<ul style="list-style-type: none"> <li>• Risk Management improved.</li> <li>• Risks reduced.</li> <li>• Safer environment.</li> <li>• Compliance improved.</li> </ul>
Excursion/incursion/camp process	Plan Check Go Implemented	<ul style="list-style-type: none"> <li>• Improved safety for students.</li> <li>• Risk Management improved.</li> <li>• Risks reduced.</li> <li>• Compliance with VRQA minimum standards and Child Safe Ministerial Order 1359.</li> </ul>
Teacher practice Learner behaviours	<ul style="list-style-type: none"> <li>• AITSL teacher standards introduced (including ongoing self-assessment).</li> <li>• AITSL Continuum of Practice introduced (including ongoing self-assessment).</li> <li>• Transition from private to collaborative practice for teachers.</li> <li>• Rigorous professional learning program including mentoring and coaching</li> <li>• Collaborative development of the Learner Behaviour Model (with students).</li> <li>• Learner Behaviour Model posters on display.</li> <li>• Students assessed against Learner Behaviour dispositions in all reports.</li> <li>• Learner behaviours as capabilities matrix developed.</li> <li>• Instructional model underway to support the implementation of consistent excellent practice</li> <li>• Student survey of teacher practice – feedback to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent quality teacher practice.</li> <li>• Improved student engagement and achievement. <ul style="list-style-type: none"> <li>• VCE Median Study Score improving.</li> <li>• School performing at or above national minimum standards in 90% of Naplan areas achievement.</li> </ul> </li> </ul>

Professional Learning for Teachers	<ul style="list-style-type: none"> <li>Weekly teacher professional learning including curriculum development, strengthening pedagogy, understanding learning, supporting student agency, assessment and reporting, school policies (duty of care/child safety)</li> <li>Formalised induction program designed and implemented.</li> <li>Learning norms developed collaboratively.</li> <li>Annual staff conference established.</li> <li>Individual yearly appraisal program termly performance review team check ins (in line with agreed process).</li> <li>Coaching and mentoring program established and implemented.</li> </ul> <p><b>Coaching and programs facilitated by:</b></p> <ul style="list-style-type: none"> <li>Judy Petch SS</li> <li>Rachel Pascuzzo JS</li> <li>Dr Gabby Ostrognay – HR/Leadership Coaching &amp; PD</li> </ul>	<ul style="list-style-type: none"> <li>Improved education programs leading to improved student wellbeing, engagement and achievement.</li> <li>All teachers had successful performance reviews (meeting required AITSL standards) Greater degree of confidence and capacity of graduate teachers and those new to the school.</li> </ul>
Data driven instruction	<ul style="list-style-type: none"> <li>Teachers are using student learning data to teach to the point of learning need.</li> <li>Formal assessment program established including: <ul style="list-style-type: none"> <li>Insight Online Assessment F-2</li> <li>PAT Reading and Math 2-10</li> <li>Essential Assessment Reading and Math F-10</li> <li>Data and work sample moderation</li> </ul> </li> <li>Students with additional needs identified and offered intervention. Response to intervention monitoring.</li> <li>Students working well above standard identified and offered extension to learning.</li> <li>MYLANDS intervention program implemented for Math in Senior School (via government tutoring funding).</li> </ul>	<ul style="list-style-type: none"> <li>Increased capacity of teachers to differentiate and meet the individual needs of students.</li> <li>Student wellbeing, engagement and achievement improved.</li> </ul>
Positive Behaviour Support (PBS)	<ul style="list-style-type: none"> <li>Established a safe and orderly environment.</li> <li>Shared Expectations developed and implemented.</li> <li>Developed and implemented school wide positive behaviour support.</li> <li>You Can Do It renewed.</li> <li>Higher expectations of students; increased academic rigor.</li> </ul>	<ul style="list-style-type: none"> <li>Streamlined and consistent approach to responding to and supporting student behaviour.</li> <li>Improved outcomes academically across the school.</li> </ul>
Documented curriculum	<ul style="list-style-type: none"> <li>Implementation of the Victorian Curriculum.</li> <li>Collaborative team planning to develop and document curriculum (in school approved scope and sequence/unit planners)</li> <li>Development of Literacy and Numeracy Charter in the Junior School.</li> <li>Implementation of agreed writing approach in Junior School.</li> </ul>	<ul style="list-style-type: none"> <li>More consistent delivery of mandated curriculum across the College.</li> <li>Teachers reporting student progress against the mandated curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>Agreed approach to teaching reading (Science of Reading Programs P-2) in Junior School.</li> </ul>	
Student progress reporting processes	<ul style="list-style-type: none"> <li>Collaborative redesign of reporting processes PTI termly – interim reports and semester reports.</li> <li>Portfolios P-4.</li> <li>Progressive reporting Y5 to Y12 in SEQTA (from 2022).</li> <li>Minimum standards introduced for VCE.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent reporting systems across the school.</li> <li>Teachers reporting student progress against the Victorian Curriculum using a five-point scale (as required by DET) for F-Y10.</li> </ul>
Digital learning	<ul style="list-style-type: none"> <li>Investment in Ipads for F to Year 4 students.</li> <li>BYOD for Y5 to 12 students (2021/22) moving to school devices (2023).</li> <li>Appointment of IT Manager.</li> <li>Appointment of Digital Learning Coach.</li> <li>Dedicated helpdesk email for IT support.</li> <li>Tranche 2 of staff notebook program rolled out.</li> <li>Learning technology available at the point of work and learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Efficient transition between onsite and remote learning.</li> <li>Vastly improved use of SEQTA and MSO for school operations.</li> </ul>
Orthodoxy program	<ul style="list-style-type: none"> <li>College Chapel established</li> <li>Graduate Diploma in Theology – dedicated Orthodoxy coordinator and teacher.</li> <li>Return to termly liturgy and/or prayer service.</li> <li>Morning Assembly with prayer JS and SS.</li> </ul>	<ul style="list-style-type: none"> <li>Greater emphasis on faith development for students (realising our mission and vision statements).</li> </ul>
Workplace culture	<ul style="list-style-type: none"> <li>Increased expectations of staff: implementation of Staff Compact and Code of Conduct.</li> <li>Protocols support consistency and fairness (perception of fair treatment of all staff).</li> <li>Conduct and performance support processes implemented.</li> <li>Online training in all key work responsibilities and compliance accountabilities.</li> <li>Team planning and team meetings implemented to support transition from private to collaborative practice.</li> <li>Consultation committee established.</li> <li>OHS committee established.</li> </ul>	<ul style="list-style-type: none"> <li>Higher level of professionalism amongst the staff.</li> <li>Higher levels of productivity.</li> </ul>
Student leadership	<ul style="list-style-type: none"> <li>Student Leadership Program established.</li> <li>GRIP leadership conference participation (leadership training).</li> <li>Talk on Purpose participation (leadership training).</li> <li>Weekly meetings JS/SS.</li> <li>JS Teacher Mentor for student leaders.</li> <li>SS Principal Mentor for student leaders.</li> <li>Formal appointment process including application and interview.</li> </ul>	<ul style="list-style-type: none"> <li>Student leadership body increasingly active.</li> <li>Students lead assemblies and represent the school internally and externally.</li> <li>Increased student voice.</li> <li>Improved confidence of leaders – public speaking and representation of school.</li> <li>Student led awareness and</li> </ul>

	<ul style="list-style-type: none"> <li>• Problem Based Learning end of year program</li> <li>• Students organize events such as Video for Change, Talent Show, Walkathon, dress up fundraising/awareness events, Christmas donation program</li> </ul>	fundraising.
Extra-curricular programs	<ul style="list-style-type: none"> <li>• Programs interrupted by the pandemic but now expanded:</li> <li>• Lunchtime programs: chanting, chess, Greek dancing, band, bouzouki ensemble, jazz ensemble, sport coaching.</li> <li>• Special events held frequently: Concerts, Kalanta, GOANSE (see community engagement).</li> <li>• Duke of Edinburgh implemented.</li> <li>• Camp program expanded from year 3/4 to Year 10.</li> <li>• Year 11/12 Retreat implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Students enjoy many more opportunities.</li> <li>• We are living and realising our vision, mission and values.</li> </ul>
Student Careers and Pathways	<p>College Pathways program built into Y10/11/12 including:</p> <ul style="list-style-type: none"> <li>• Y10 Work experience</li> <li>• Y10 Real Job Interviews Program</li> <li>• Y9 Adventure Program</li> <li>• Y10-12 Careers Expo</li> <li>• Individual student careers and subject counselling</li> <li>• New careers/VASS officer appointed</li> <li>• New Senior School student subject handbooks and VCE handbooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent pathways planning and support for students.</li> <li>• 100% of students supported to successfully access preferred pathway post Year 12.</li> </ul>
Students with a disability (inclusion)	<ul style="list-style-type: none"> <li>• The Learning Enhancement Coordinator (LEC) and LEC team including Education Support Officers and English as Additional Language teachers, literacy intervention teachers provided intervention and quality support for students with complex needs.</li> <li>• Refinement of SSG and ILP processes.</li> <li>• Introduction of Safety Plans, Absent from School Learning Plans and other individualized plans.</li> <li>• LEAP Program commenced for Senior School students with disabilities.</li> <li>• VCAL introduced for SS students taking a vocational pathway (Pathways Program from 2022).</li> <li>• Recording of interventions and adjustments in SEQTA.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased engagement and achievement for students with additional learning needs.</li> </ul>



## Attestation

All St John's College teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 1359**.

Signature:

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Mr Andrew Ponsford

Principal

Date:

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

Signature:

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Father John Frangos

Chair of the College Board

Date:

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Forever Excelling



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