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# 2020 ANNUAL REPORT

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St John's College LEAD Values

*Love, Excel, Achieve and Dream*

College Motto

*Forever Excelling*

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## Presenting the 2020 Annual Report

I am proud to present the College's 2020 Annual Report. In 2020 I (Mrs Anna Urban) commenced as the principal of St John's College. This year was also the year that the Covid Pandemic engulfed the world and as a result, children in Victorian Government Schools spent approximately 25 weeks of the year participating in remote learning. The College's prior investment in technological infrastructure and software (including laptops, MicroSoft Office and SEQTA) proved to be an invaluable resource as the school transitioned several times between onsite and online learning. There were also periods of blended learning in-between to ensure the school remained compliant with Victorian Government health advice.

Despite the risks to student engagement and learning posed by the disruption to learning programs, the annual Progressive Achievement Testing demonstrated our students made the expected level of learning progress in 2020. In addition, the VCE cohort achieved a median study score of 34; this brought the school to rank number 54 of 649 secondary school/VCE providers in the state (<https://www.topscores.co/Vic/vce-school-rank-median-vce/2020/?pageno=3>). These achievements are a testament to the dedication of our teaching staff and commitment of our students to their learning.

To lift student achievement the College has focussed on improving teacher practice. The teacher professional learning program delivered by Mrs Judy Petch included individual coaching and mentoring; our goal being to lift teacher performance and support consistently high practice and shared pedagogical approaches across all classrooms. Mrs Effie Evangelakos (Head of Junior School) took leadership of the Junior School and worked with the team to develop a Literacy Charter. Ms Hari Vlahos (Learning Enhancement Coordinator) continued to provide comprehensive intervention and support for all students with complex learning needs to ensure every student was able to experience learning success.

Although disrupted by the pandemic, the school improvement program made excellent headway. Consultation about our vision, mission and values (shared expectations) began in live forums, transitioning to online sessions for staff, students, parents and the Board as the year progressed. The theme of the year was 'renewal' and we were successful in our endeavour to agree upon and publish our Vision, Mission, Shared Expectations booklet and 'Shared Expectations' posters which are on display across our College. Our shared expectations remind us all how to live our values and attempt to achieve 'philotimo' every day. Dr Gabby Ostrognay supported this work which enabled us to enhance our school culture as well as align our parent body, staff, board and students.

Zoom and Teams became the portal through which we consulted and delivered classes, assemblies, transition programs (including Foundation/Prep transition), Board meetings, staff professional learning, Child Safe/OHS/Consultation and teacher review appraisals. Ms Jac Manison (Head of Digital Practice) made a remarkable contribution in guiding the community through fast tracked learning to take full advantage of the functionality of our IT resources. I am tremendously proud of every member of our community who showed resilience, persistence and engaged in the opportunities provided to ensure we remained connected and effective.

Whilst the school was near to empty of people, Mr Derek Sherwood (Director of Operations) took advantage of the opportunity to undertake a comprehensive upgrade of all the school facilities, buildings and grounds including the Library. The works began to rectify areas in need of upgrading as well as address a wide range of occupational health and safety concerns. He also coordinated the upgrading of the sports courts with funds raised by His Eminence Archbishop Makarios from the Greek community. The Parent Association provided the funds to upgrade the futsal court (previously an old tennis court) as well as improvements to the Student Lounge and the provision of resources to the Arts, Music and Digital Technology programs.

Ms Kathryn Drougas (Director of Administration) oversaw the re-development of the administration of the College making improvements to enrolment, marketing, communications, events, compliance and general procedures. Ms Sophia Georgoulos (Accountant) undertook a complete overhaul of College finances and implemented recommendations from previous audits. She also focussed upon increasing revenue and designing processes to ensure best practice in finance management. In Term 4 the school undertook necessary but complex workforce reform to ensure the strategic alignment of our resources.

Through a series of community information evenings, we were able to outline our vision for the future which is to build a vibrant, high performing school community. A school of which all of us associated with the College and the founding Greek Orthodox Community can be very proud. I thank everyone in the community for their ongoing support and look forward to continuing to build our bright future together. I extend deep gratitude to His Eminence Archbishop Makarios for his unwavering support and love, Father John Frangos and Father Evmenios for their counsel and encouragement as well as the Board and leadership team for the collaboration undertaken to lift up St John's College.

Mrs Anna Urban  
College Principal, 2020

## Principal's Attestation

All St John's College teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](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 870.

Signature:

*Anna Urban*

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Mrs Anna Urban

Principal 2020

Date:

17.08.21

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

Signature:

*Father John Frangos*

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Father John Frangos

Chair of the College Board

Date:

17.08.21

## Our History

‘FOREVER EXCELLING - ΑΕΙΝ ΑΡΙΣΤΕΥΕΙΝ’

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

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

The College site has continuously been developed - the Senior School stands on the northern side of the site and the Junior School on the southern side. Both campuses are well equipped with extensive facilities including a Student Resource Centre, facilities for Art, Music, Science, Food Technology and Digital Technology. The College also features an olive grove and student garden, basketball/netball courts, a football field and the Performing Arts and Sport Centre which includes an indoor basketball court and fully equipped stage.

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

In 2020 the school entry moved to 1 Blanch Street (formerly 21 Railway Place West). This change was made due to Level Crossing Removal works on the southern entry side as well as to streamline entry/exit and administer hygiene requirements in line with Victorian Government Health Advice. The single-entry point has brought our community together every morning and afternoon.

### Our Motto

‘Forever Excelling’

### Our Mission Statement – revised via community consultation 2020

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.

### Our Vision Statement – revised via community consultation 2020

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’.

### Democratic Principles

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

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

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

# St John's College

## 'Forever Excelling'

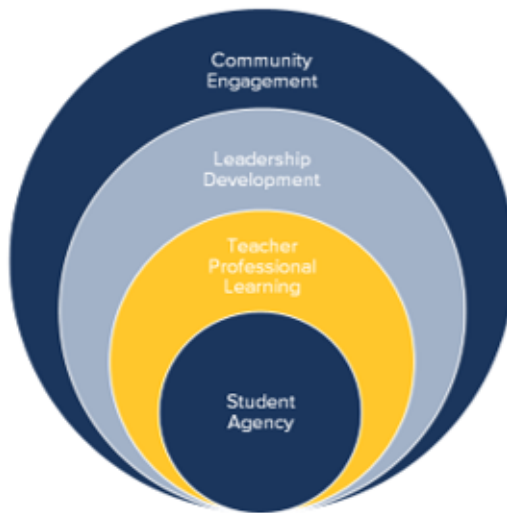
### MISSION

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

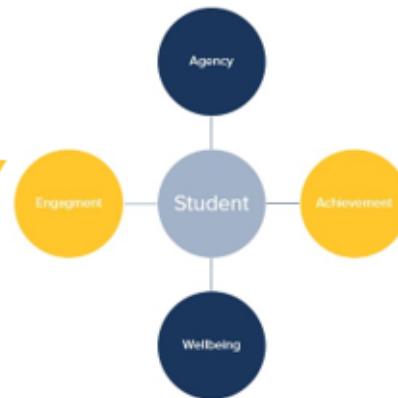


### VISION

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.



# Our School Values and Shared Expectations

Our Shared Expectations were developed in consultation with our entire community over 2020. Our school values are:

- Love
- Excel
- Achieve
- Dream

These matrices, which describe the behaviours that express our values in our everyday actions, are now on display across our school. The Junior School matrix includes visuals for younger children. An accompanying booklet is also available to further explain our shared expectations and support all of us to live our values every day.

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

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

St John's College	Classroom	Yard/Canteen/Bathroom/Corridors	Community	Online
<b>WE LOVE BY:</b>	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.
<b>WE EXCEL BY:</b>	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.
<b>WE ACHIEVE BY:</b>	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.
<b>WE DREAM BY:</b>	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.
<b>Philotimo - every day we strive to walk the right path, to act as Christians, in accordance with our school values.</b>				

## Child Safe Standards

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

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

In 2020 a Child Safety and Wellbeing Committee was established. In addition Child Safe statements (including Reportable Conduct and ICT related concerns) were added to all agendas to keep this issue at front of mind for all members of our community including the Board and Parent Association.

At St John's College:

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

## Governance

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

### Board of Directors (at 31<sup>st</sup> December 2020)

Father John Frangos

Qualifications

Experience

Director -Chair

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

John Frangos has more than 25 years' experience as a corporate and consulting toxicologist. He has previously been a director of business (10 years), a State Manager in Public Listed Company (3 years) a Board/Board Committee member at Southern Cross Grammar for approximately 5 years. He is a volunteer (3 Years) clergyman within the Greek Orthodox Church.

Rev Fr Evmenios Vasilopoulos (Appointed August 2019)

Qualifications

Experience

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.

Dr Dimitra Bonias

Bachelor of Business (Honours), PhD in Human Resource Management. Studied at La Trobe University and have worked at Monash University also and now at RMIT. Have experience in lecturing both postgraduate and undergraduate subjects. Also have experience in research in the area of human resource management. Have published my work in various academic journals and also have presented my work at conferences national and international. I have also experience in the design of postgraduate subjects for RMIT (in the human resource management area). Furthermore, I have been a HR



manager for a not for profit organisation too

Mrs Stavroula Zoumboulis

BSci/BEd, PGCertEdSt(GiftEd), Med. Stavroula is a Research fellow at the Australian Council for Education Research (ACER), where she develops educational assessment and support materials and provide content level expertise in school level Mathematics and Science. She was a secondary school teacher before joining ACER. Stavroula has served on several school boards and parish sub-committees in the past 20 years.

Mr Chris Klinkatsis

Bachelor of Accounting. Practising accountant for more than 20 years.

Ms Marika Mellas (Appointed May 2019)

BSc, GCM, GDM, MBA. Marika is General Manager Operations at DPM Financial Services and has over 10 years experience in senior management roles within the financial industry. Marika also is a volunteer within the Greek Orthodox Archdiocese Charity Organisations.

Mr Vaios Anastassopoulos (Appointed August 2019)

LLB, B.A. Linguistics (Hons) Grad Dip Media BA Laws, BA Arts-Linguistics (Hons), GradDip. Media Studies. Vaios is a highly experienced lawyer and the Director of Aniston Lawyers and a Director of the Byzantine Music School of Australia. Previously he was a producer of the SBS Radio Greek Program.

Dr Chris Sotiropoulos (Appointed August 2019)

Doctor of Philosophy, Medical Microbiology; Bachelor of Applied Science (Dist); Bachelor of Laws; Executive Training Strategy and Leadership in Pharmaceuticals and Biotech, Harvard Business School. Chris has primary postdoctoral research experience in biomedical science and over 20 years as a product innovator and lawyer.

Mr Panos Miltiadou (Appointed July 2020)

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.

## 2020 Highlights

### His Eminence Archbishop Makarios' and Parent Association Sport Courts

We extend our deep gratitude to His Eminence whose Name Day Dinner donations funded the basketball/netball/tennis and rounders courts. We also acknowledge our hard-working Parents' Association which funded the Futsal Court. We deeply appreciate the generosity of the SJC and wider community. It was a joy to see the students taking lessons and playing on the new facilities. The sport courts project official opening was postponed until 2021 due to pandemic restrictions.



### Oxi Day, Year 12 Rose Ceremony/Graduation and Year 6 Graduation

Despite the many restrictions in place we were able to proceed with these significant events via Zoom to ensure that the achievements of the graduating cohorts were celebrated. We were fortunate to have a Year 6 graduation dinner with the families in the very last week of the school year.



### Kalanta Christmas Performance & Visit by Parish Priests



After a year of isolation, it was uplifting for the entire student body to perform (and sing) together for the 2020 Kalanta (filmed and aired on Channel 31). Ms Elizabeth Exintaris' wonderful production and musical skills were displayed in this excellent event. A visit from all the parish priests from across the Northern District was also a highlight of Term 4. We were delighted to share the achievements of 2020 with our spiritual fathers.

Other events we celebrated in 2020 included: His Eminence's Name Day Dinner, the Antipodes Festival, St Haralambous Parish Festival, Year 9 Explore Week, Book Week, Footy Day, Science Week, Save the Bees (problem based learning program for Year 7-10) with La Trobe University, Foundation/Year 7 Transition Program, RUOK Day, Helping Hoops Fundraiser, 100 Days of Prep, Student Leadership workshops, online assemblies and an Olive Harvest with Vasili. The pandemic disrupted many of our planned programs, however the students enjoyed many hands on learning experiences at home facilitated by our creative and committed teachers.

# Learning and Teaching

## Core Curriculum

In 2020 the College delivered the Victorian Curriculum and VCE. The broad curriculum at all year levels at St John's College is one of the school's strengths. In addition to the core curriculum we offer Orthodoxy and Pastoral Care programs. Our LOTE program is Greek. Students at all year levels participate in the full breadth of education programs across all subjects:

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

## Extra-Curricular Opportunities

Extra-curricular programs were curtailed by the pandemic in 2020 however we did deliver (in part or whole):

- Junior School and Senior School Student Leadership Program
- Student Leadership Program
- Year 9 Explore Week
- Life Education Van Incursion
- Chess Club
- Drama Club
- Buddy System for Foundation and Years 6's
- Orthodox Christian religious education program; participation in divine liturgies each Term as well as opportunities to consult the school chaplain and to hear visiting guest speakers
- Cultural events and commemorations such as Greek National Day and ANZAC Day, March to the Shrine of Remembrance and celebrations such as Mother's Day, Father's Day, Harmony Day, Grandparents' Day
- Literacy and Numeracy Week
- Science and Maths Week
- Book Week
- Instrumental music program
- Interschool sport years 5 to 10
- Performances of our College folk dance groups at community events.
- Various competitions as organised by the Greek Consulate/Education office; Pontos competition, and The Greek Film Festival competition

Other programs that we would usually deliver that were postponed included:

- School camps, incursions and excursions
- Art Exhibition
- School musical and theatrical productions
- Sporting competitions and events including the Greek Orthodox Archdiocese of Australia National Schools Event and the school Athletics Carnival
- Debating
- After School Clubs – Homework, English, Maths, Dancing.

## 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. Due to the pandemic, we did see a dip in attendance at some year levels in 2020. However, due to consistent follow up by teachers and Heads of Schools, we managed to maintain an average attendance of **86%** compared to **89%** in 2019; this was a great effort by the students, their parents and our staff.

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).

Year Level	% Attendance 2020	% Attendance 2019	% Attendance 2018
Foundation	87%	87%	89%
1	94%	97%	85%
2	92%	89%	87%
3	94%	94%	90%
4	92%	94%	87%
5	84%	86%	88%
6	90%	92%	91%
7	82%	87%	87%
8	80%	83%	89%
9	87%	91%	85%
10	78%	87%	89%
11	84%	86%	87%
12	81%	83%	86%

## Student Engagement Achievement and Wellbeing

In 2020 the Principal established the Child Safe and Student Wellbeing Committee. The 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 Director/s of students for the Senior and Junior Schools, the Learning Enhancement Coordinator, and the English as Additional Language teachers supported by the College Chaplain. Two Learning Support officers also supported students with additional/complex needs over the 2020 year. Visiting speech therapists and special education teachers supported the development and implementation of individual learning plans.

Strategies to support students include:

- Annual PAT (Progressive Achievement Testing) Years 2 to 10.
- Insight Online Assessment Prep to Year 1.
- 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 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.
- Mandatory Reporting and implementation of all Child Safe/Reportable Conduct Policies.
- eSmart compliance and training.
- First Aid updates and training including Anaphylaxis and Asthma.
- Careers counselling including Work Experience.
- Analysis of VCE results.
- Counselling and support via chaplaincy program.

## Our Learning Environment

- Develops Christian Orthodox living principles and provides the students with opportunities to grow as mature and caring adults, based on College values.
- Develops students' ability to think logically, creatively, and 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.

## Home School Partnerships

St John's College views the parent community as a vital and essential part of the College Community. The College seeks to build productive and positive relationships between parents, students and the school and actively ensures information is easily accessible. This is achieved by using SEQTA, our online learning management system, to ensure timely and thorough communications with our parent community. In 2020:

- The Principal provided a detailed weekly newsletter; distributed via email to parent/carers.
- Progress reports were sent to Senior College parents at the end of terms 1 and 3.
- Semester reports were provided for all students at the end of each Semester.
- Parent/ Teacher/ Student interviews were offered every term (a 2020 initiative).
- Information evenings were held throughout the year for various year levels as well as a series of community information forums in Terms 1 and 4; initially to outline the improvement program and then to report back on 2020 progress and plans for 2021.
- Ongoing communication and interactions with individual parents.

In 2020 the report format was changed to ensure all students' learning progress was assessed on a five-point scale against the Victorian Curriculum subjects and strands (for students in Foundation to Year 10). This meant for the first-time parents could determine easily the level of progress their children were making against the expected progress (national comparison of students' learning growth and achievement).

Another 2020 initiative was regular informal meetings with the Principal to discuss the school and provide the opportunity for parent voices to be heard and their feedback taken into consideration. In addition, a Volunteer's Afternoon tea was held in Term 4 to thank the many parents/guardians who gave up so much of their time to assist the school and breathe life into our home school partnerships.

The Head of Junior School also invested in the You Can Do It! online parent program to support parents as they dealt with the social/emotional impact of the pandemic upon their children. Other various supports and resources were shared by school leadership with the parent community over the course of the year to help parents navigate their way through life as full-time carers and co-teachers at home.

The Parent's Association is highly active, however events such as Mother's Day, Father's Day, the Annual Dinner Dance and the Year 6 Graduation were interrupted in 2020. Nevertheless, the PA managed to raise funds to support school improvement as well as be actively involved in assisting with excursions and as helpers in classrooms (for example the Junior School reading program).

In Term 4 the PA took on responsibility for the College canteen and improved the hygiene of the service as well as the range of food on offer. The funds raised will be reinvested entirely into resources for the students. The Canteen branched out to provide catering for school functions which supported the College and increased revenue. The PA contributed to the overhaul of the Futsal Court as well as donated funds to purchase equipment and resources for the Music and Art programs.



## VCE 2020

In 2020 VCE students achieved excellent Victorian Certificate of Education results. Ten students were enrolled in Year 12; one student completed an alternative program, and nine students completed the VCE. Of these students, two thirds chose to complete an unscored VCE. We believe this was one impact of the pandemic; there was an increased rate of unscored VCE. This could be attributed to a variety of reasons including the impact of reduced attendance upon engagement/learning confidence as well as the social/emotional challenges of this extraordinary year (including the impact of isolation on mental health and general wellbeing).

	2020	2019
Median Study Scores	34	27
VCE Attainment	90%	100%
Year 12 Completion	100%	100%
Early Entry	2	11

## Aspire Program at Latrobe University

The Aspire Program is for students who have made a positive impact on their community through volunteering, leadership or community engagement. As a successful Aspire applicant, students receive an early conditional offer into their chosen course well before they receive their ATAR. The Aspire program rewards students for their community engagement and leadership experience by giving them:

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

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

- VCE revision lectures in the September school holidays (Year 12 students).
- Access to the La Trobe Library on all campuses.
- Invitation to a 'Welcome to La Trobe' event.
- Various on-campus events and activities.
- Access to specialized online Aspire support.

## VCE RESULTS Comparative ATAR Ranking

Year	Above 80	Above 60
2015	33%	75%
2016 - 12 students total	30.8%	76.9%
2017 - 15 students total	35%	77%
2018 - 15 students total	25%	37.5%
2019 - 13 students total	15%	62%
2020 – 10 students total	66%	100%

## Post-School Destinations

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

Destination	Percentage of 2013 Graduates	Percentage of 2014 Graduates	Percentage of 2015 Graduates	Percentage of 2016 Graduates	Percentage of 2017 Graduates	Percentage of 2018 Graduates	Percentage of 2019 Graduates	Percentage of 2020 Graduates
University offers	76	62	100	78.5	80	89	79% of cohort (100% of those who applied)	30% of cohort (100% of those who applied)
TAFE/VET offers	24	38	0	21.5	20	11	11% (100% of those who applied)	60% of cohort (100% of those who applied)
Any Tertiary offer	100	100	100	100	100	100	100	90%
University enrolled	62	52	90	78.5	80	66	87	30%
TAFE/VET enrolled	33	44	0	21.5	20	0	13	60%
Apprentice/Trainee	0	0	1	0	0	0	1	0
Employed	0	1	1	1	0	0	3	0
Deferred	0	1	0	0	0	2	0	1

## NAPLAN – Student Learning Data 2020

There is no NAPLAN data for 2020 as due to the pandemic the national benchmarking assessment did not take place. However, the College did proceed with the annual round of Progressive achievement Testing (PAT testing). PAT assessments measure what students in Foundation to Year 10 know, understand and are capable of across domains, and help monitor progress over time. At St John's College all students in Year 2 to Year 10 participate in the annual PAT testing for reading and mathematics in October.

The data gathered helps the school to identify if students have made a year of growth for a year of learning. The data also helps us understand students learning needs and ensure students are working within their zone of proximal development (ZPD). This means work provided is at the right level to ensure students continue to make learning gains. If work is too easy students 'cruise' and when work is too difficult students may disengage from learning. Our objective is to ensure that students make at least a year of learning growth for every year of instruction (teaching). In 2019 the College commenced collecting annual student achievement data via Progressive achievement testing (PAT) and over time this data will provide a rich source of information about student learning patterns as well as ensure we support all students to make progress and attain the maximum level of achievement possible. The 2020 data demonstrated that we did achieve the goal of every child making a year of learning growth; this is excellent during a pandemic when normal attendance and regular programs were severely interrupted.

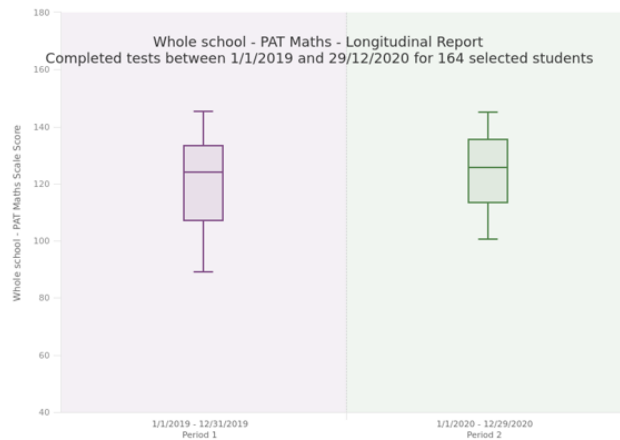
**PAT READING 2019 – 2020**

2019	2020
<p><b>Whole school Reading 2019 – 2020</b></p> <p>95th percentile: 150.4                      75th percentile: 135.6                      Median: 123.2                      25th percentile: 101.2                      5th percentile: 74.1</p>	<p><b>Whole school Reading 2019 – 2020</b></p> <p>95th percentile: 152.2                      75th percentile: 142.3                      Median: 131.0                      25th percentile: 119.5                      5th percentile: 100.6</p>



**PAT Mathematics 2019 – 2020**

2019	2020
<p><b>Whole Schools Mathematics</b></p> <p>95th percentile: 145.2                      75th percentile: 131.8                      Median: 122.8                      25th percentile: 105.7                      5th percentile: 88.4</p>	<p><b>Whole Schools Mathematics</b></p> <p>95th percentile: 144.3                      75th percentile: 136.0                      Median: 127.3                      25th percentile: 115.5                      5th percentile: 103.2</p>





## Staffing at St John's College

### Professional Learning

The teacher professional learning program was coordinated by Mrs Judy Petch. The focus of the program in 2020 included the following:

- Developing familiarity with the Australian Professional Standards for Teachers.
- Baseline self-assessment in the AITSL online tool.
- Understanding how teachers develop expertise using the Classroom Practice Continuum.
- Implementing classroom observation and feedback with individual teachers.
- Learning about student learning; what does effective learning look like?
- Identifying essential capabilities of effective learners.
- Understanding student progress and achievement using effective assessment practices.
- Developing reflective practice through teacher journals.
- Formal review program including individual appraisals with the Principal.

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).
- SMART Spelling.
- 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.
- Microsoft Office/TEAMS 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.

### Staff Qualifications

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

Staff Member	Position	Qualification	Institution
1. Armenopoulos, John	Science and Math Teacher	Bachelor of Applied Chemistry Diploma of Education	Victoria University Hawthorn Institute of Education, Melbourne University Affiliate
2. Bitsas, Olga	English Teacher	Bachelor of Arts Diploma of Education	University of Melbourne (both degrees)
3. Dimitriadis, Konstantina	EAL Teacher	Bachelor of Arts Graduate Diploma in Education (Secondary)	La Trobe University (both degrees)
4. Elizabeth Exintaris	Performing Arts & Music Teacher	Bachelor of Music (Hons) Diploma in Education	University of Melbourne University of Melbourne

		Master of Arts - Music Graduate Diploma in Arts Management	Monash University University of Melbourne
5. Evangelakos, Effie	Head of Junior School Year 6 Teacher	Diploma of Teaching Graduate Diploma in Intercultural (Major Greek)	Phillip Institute University of New England,
6. Fakos, Ellie	Year 1 Teacher	Bachelor of Education	RMIT University
7. Giannos, Ourania	English Teacher	Bachelor of Arts Graduate Diploma in Education	University of Melbourne (both degrees)
8. Hanos, Julie	Year 4 Teacher	Diploma of Education Bachelor of Education	Coburg State College/Phillip Institute School of Education - Latrobe University
9. Harvey, Matthew	Health/PE and Psychology Teacher	<b>Masters of Teaching (ACU) Double Bachelor's Degree in Exercise Science &amp; Human Movement/Psychological Studies</b>	Victoria University
10. Hodgson, Jackie	Health & PE Teacher	PGCE Secondary Physical Education Bachelor of Science in Sport Science (BSc) 2:1	University of Northumbria University of Sunderland
11. Kordas, Roula	Year 3 Teacher	Diploma of Teaching (Primary)	Victoria University
12. Krikelis, Joanna	Year 2 Teacher	Certificate IV in Liberal Arts Bachelor of Education (P- 12) Certificate IV in Training & Assessment Certificate IV upgrade in Training & Assessment	Victoria University Victoria University Community West Training Program Australian National Institute of Business & Technology
13. Lim, Patrick	Math/Science teacher	Degree in Civil and Structural Engineering Master in Property Management and Maintenance: Graduate Diploma in Marketing Management: Diploma In Education:	National University of Singapore National University of Singapore Singapore Institute of Management Melbourne University
14. Loizou, Angelica	Humanities Teacher	Diploma of Education (Secondary) Bachelor of Laws / Bachelor of Arts	La Trobe University (both degrees)
15. Lonie, Adam	Humanities, Legal Studies, Civics & Citizenship Teacher,	Bachelor of Arts Diploma of Education	La Trobe University (both degrees)
16. Manison, Jac	Digital Technology & Robotics Teacher	Bachelor of Science (Hons) Information Management	Queens University Belfast Queens University, Belfast

		Master of Science (Communication) Post Graduate Certificate in Education (PGCE) ICT	University of Derby
17. Mikhail, Akram	Mathematics & Physics Teacher	Graduate Diploma of Education (Secondary)	RMIT University
18. Mourtzios, Effie	Humanities & Business Management Teacher Pre-service Teacher Placement Coordinator	Bachelor of Arts Diploma of Education	La Trobe University (both degrees)
19. Neilson, David	Health and PE Teacher Primary	Advanced Diploma in Business (Marketing) Sports Administration Degree Diploma in Education	Swinburne University Victoria University La Trobe University
20. Papadopoulos, Kleanthis	Greek Teacher	Bachelor of Arts Graduate Diploma in Secondary Education Certificate IV in Training and Assessment	Monash University Victoria University Victoria University
21. Papakonstantinou, Androulla	Greek & Religion Teacher	Bachelor of Arts Diploma of Education	La Trobe University (both degrees)
22. Pastorelli, Antoniette	English Teacher	Bachelor of Arts Diploma of Education	La Trobe University Australian Catholic University
23. Pattinson, Madeline	Art teacher	2003 – Postgraduate Diploma 1998 – Graduate Diploma of Education 1994 – Bachelor of Arts (Fine Arts)	The University of Melbourne The University of Melbourne La Trobe University - Bendigo
24. Powell, Sarah	Year 5 Teacher	Bachelor of Education (Primary)	Griffith University
25. Richards, Kate (Dr)	Science/Math teacher	Graduate Diploma Education (Secondary) Doctor of Philosophy Bachelor of Science (Animal Science) (Hons) Bachelor of Science (Animal Science)	La Trobe University (all four degrees)
26. Sarigianoglou, Franziska	Head of Pathways Food Technology & Psychology Teacher	Bachelor of Applied Science (Psychology) Graduate Diploma of Education (Secondary)	RMIT University (both degrees)
27. Savopoulos, John	Director of Students Senior School English & Humanities Teacher	Bachelor of Arts Graduate Diploma of Education Bachelor of Education	Footscray Institute of Technology Institute of Catholic Education University of Melbourne
28. Sherwood, Derek	Director of Operations Health & PE Teacher	Bachelor of Applied Science (Physical Education)	RMIT University

29. Stefanidis, Maria	Foundation Teacher	Bachelor of Arts (Social Science) Bachelor of Social work	RMIT University La Trobe University
30. Thorburn, Rebekah	Year 2 Teacher	Master of Teaching & Learning (2015)	University of Otago (Dunedin, New Zealand).
31. Urban, Anna	Principal	Master of School Leadership Post Grad. Student Welfare Post Grad. Special Education Bachelor of Education (Sec.)	University of Melbourne (all four degrees)
32. Verghese, Lefterika	Biology & ICT Teacher	Bachelor of Science Diploma in Education Advance Diploma in Information Technology Graduate Diploma in Technology Information	Monash University University of Melbourne Hales College Melbourne University of Melbourne
33. Vlahos, Hari	Special Needs Teacher, EAL Support	Bachelor of Education Diploma of Teaching Early Childhood	University of Melbourne (both degrees)
34. Warren, Shae	Year 6 Teacher	Bachelor of Teaching	University of Waikato, NZ
35. Wells, Abby	VCAL and EAL Teacher	Graduate Diploma of Teaching (Secondary) in History, Social Studies, English and ESL	Dunedin College of Education, New Zealand

#### Generalist Staff

- 36. Kathryn Drougas – Director of Administration
- 37. Michelle Trentino – Enrolment Officer
- 38. Juliet Cerolini – Executive Assistant
- 39. Victoria Mitchell – General Administration Assistant (replaced CA)
- 40. Toni Kanatas - Reception
- 41. Christine Athanasiou - Reception
- 42. Sophia Georgoulos – Accountant
- 43. Mary Chhiev - Bookkeeper
- 44. Meg Bailey – Librarian
- 45. Carmelo Sciglitano - Science Lab Technician
- 46. Tasos Petousis – IT Support
- 47. Moute Tawhai – LSO
- 48. Angela Tattos – LSO
- 49. Helen Nicolaou – LSO
- Father Leo Ioannidis – College Chaplain (volunteer)

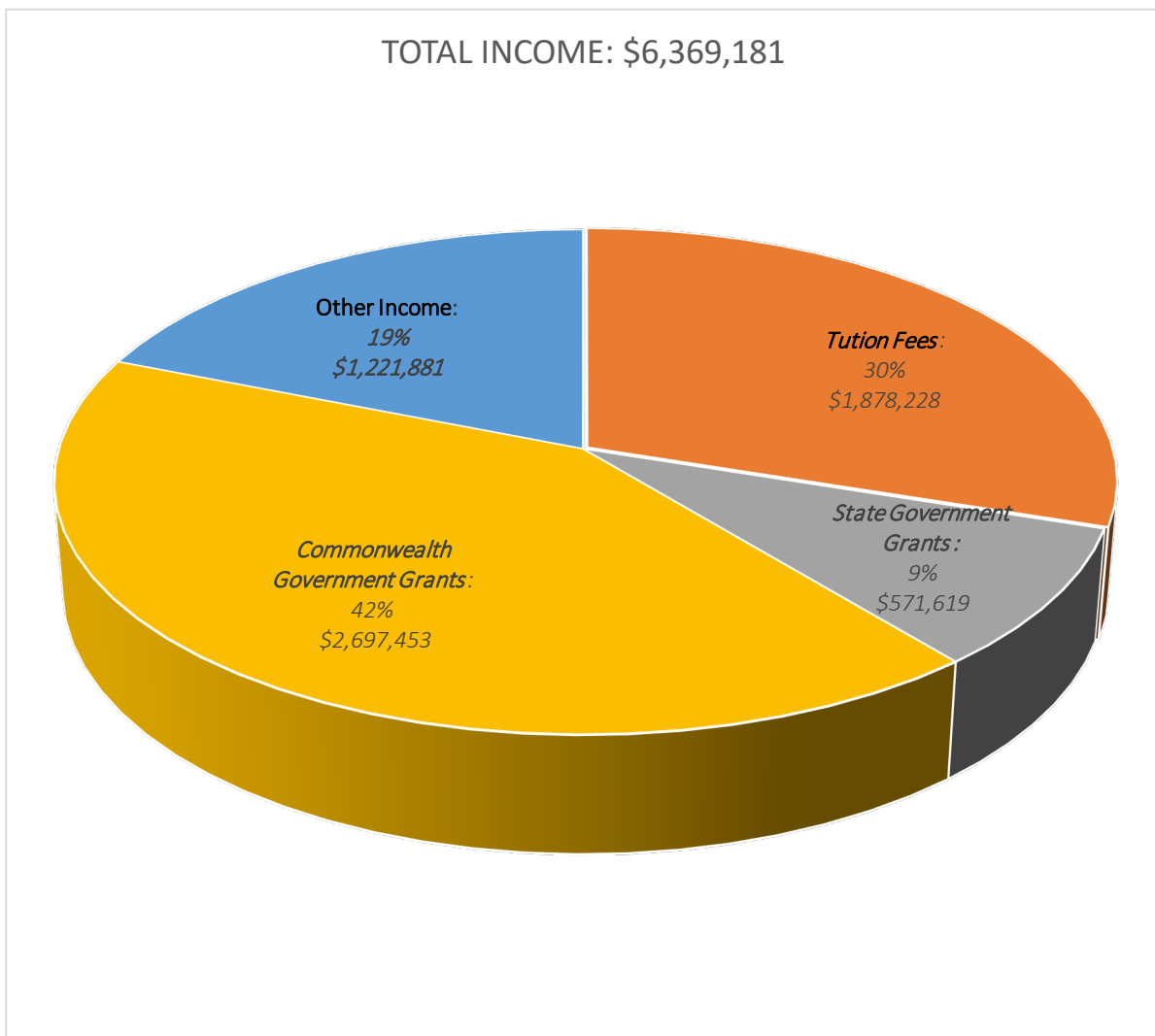
## Staff Composition

- Total Staff: 49
- Percentage of Female Staff Members: (n.38) 68%
- Percentage of Male Staff Members: (n. 11) 22%
- Percentage of Staff Members from a Greek Background: (n. 27) 55%
- Percentage of Staff Members from a non-Greek Background: 45%
- There were no staff members from an Aboriginal or Torres Strait Islander background.
- Number of Teaching staff including Principal and Exec Teaching: 37
- Number of Support staff: 13

## Financial Performance 2020

### **INCOME:**

Income for the year ended 31<sup>st</sup> of December 2020 was generated from the following sources: Tuition Fees and Levies 30%, State Government Grants 9%, Commonwealth Government Grants 42%, Other Income 19%.

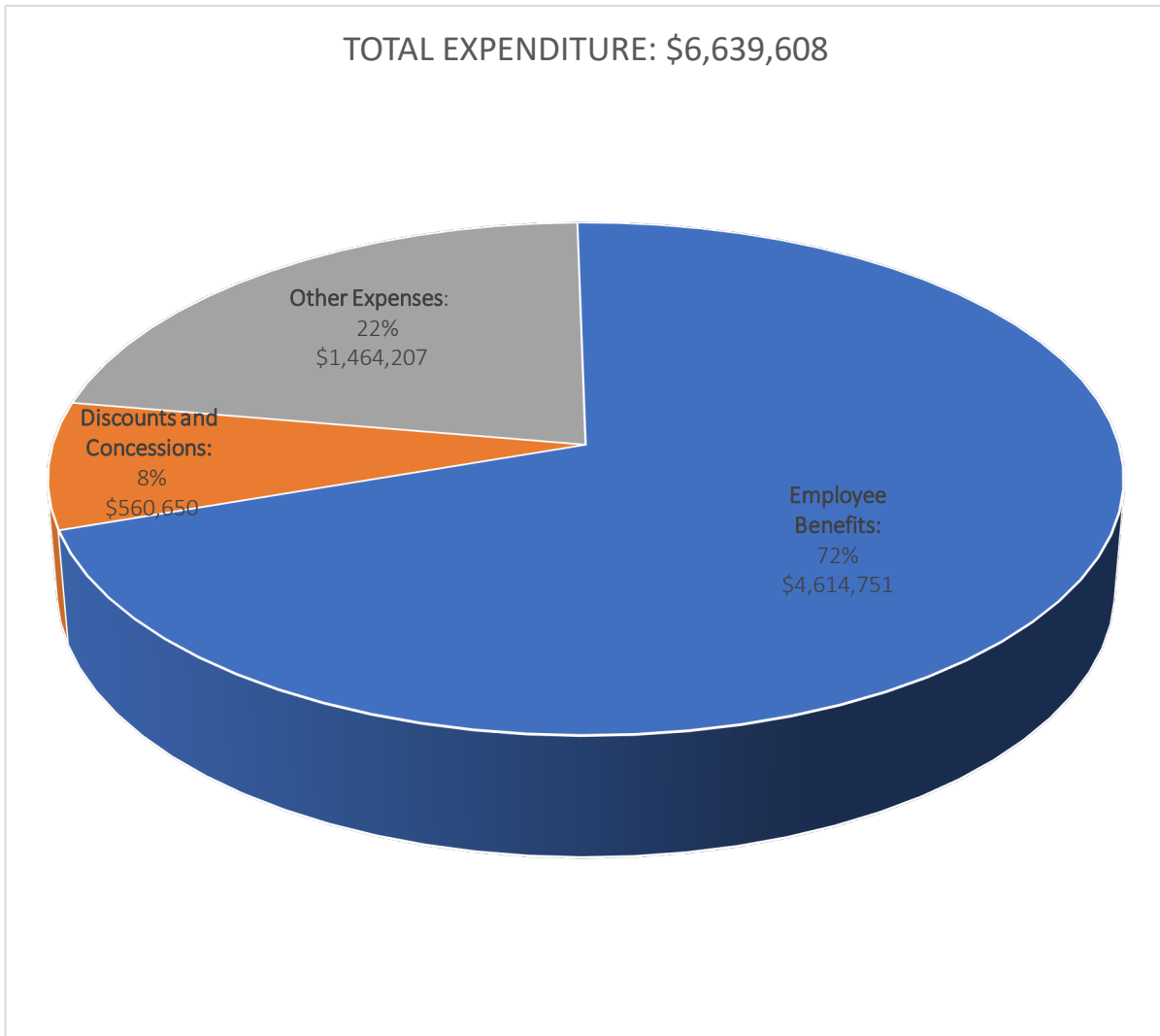


*\*Based on figures provided in the Auditor's report 2020*

**EXPENDITURE:**

Expenditure for the year ended 31<sup>st</sup> December 2020 as expensed as follows:

Largest costs were Employee Benefits 72%, Discounts and Concessions 9%, Consumable and Other Expenses 23%.



*\*Based on figures provided in the Auditor's report 2020*

## VRQA School Annual Reports

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

The report must include:

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

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

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

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

## VRQA Submitting school annual reports

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

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

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

- [vrqa.schools@edumail.vic.gov.au](mailto:vrqa.schools@edumail.vic.gov.au)

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