



---

# 2021 ANNUAL REPORT

---

**St John's College LEAD Values**

*Love, Excel, Achieve and Dream*

**College Motto**

*Forever Excelling*

*St John's College takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures and practices meet all Child Safety Standards as specified in Ministerial Order No. 870 (2015).*

## Contents

Presenting the 2021 Annual Report .....	3
Attestation .....	4
Our History.....	5
Our Profile.....	5
Our Motto .....	6
Our Mission Statement – revised via community consultation 2021 .....	6
Our Vision Statement – revised via community consultation 2021.....	6
Democratic Principles.....	6
Risk Management.....	6
Child Safe Standards.....	7
Our School Values and Shared Expectations .....	9
Governance.....	10
2021 Highlights – including remote/online events .....	12
Learning and Teaching .....	13
Core Curriculum .....	13
Extra-Curricular Opportunities.....	13
Student Attendance .....	14
Student Engagement Achievement and Wellbeing .....	14
Our Learning Environment.....	15
Home School Partnerships.....	15
VCE 2021 .....	16
VCE RESULTS Comparative ATAR Ranking .....	16
Post-School Destinations .....	17
NAPLAN – Student Learning Data 2021.....	18
Teacher Professional Learning .....	20
Staff Qualifications .....	26
Staff Composition.....	28
Financial Performance 2021.....	29

## Presenting the 2021 Annual Report

I am proud to present the College's 2021 Annual Report. In 2021 I (Mrs Anna Urban), completed my second year of principalship at St John's College. It was the second year of the Covid-19 pandemic and children in Victorian schools spent approximately 50% of the year participating in remote learning. The College's prior investment in technological infrastructure and software (including laptops, MicroSoft Office and SEQTA) continued to be an important resource as the school transitioned several times between onsite and online learning. There were also periods of blended learning to ensure the school remained compliant with Victorian Government health advice.

When I commenced as principal of St John's College Preston, I worked with the College Board on five key objectives: the overall goal being school transformation and repair to our reputation. We developed a strategic plan that includes 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. Although the pandemic presented a major challenge across 2020/2021, we are well on the way to achieving our goals. Despite the risks to student engagement and learning posed by the disruption to learning programs, the annual Progressive Achievement Testing and Naplan results demonstrated our students made the expected level of learning progress in 2021. These achievements are a testament to the dedication of our teaching staff and commitment of our students to their learning. Expectations have lifted (of staff and students) and the increased academic achievement of students is evident in our improved learning data. The focus on Christian Orthodoxy and Hellenic traditions (cultural life) has been strengthened by renewing programs including extracurricular opportunities particularly in The Arts. A new administration team have implemented rigorous processes to ensure we operate efficiently and meet all VRQA registration requirements.

We are becoming 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 20% over 2020 and 2021. The ambitious strategic plan developed with the Board in early 2020 is coming to fruition. This is critical for the long-term future of St John's College - the school of the Greek Orthodox Community of Melbourne. The goals and targets are high, but we are meeting them; thus it is a good example of what can be achieved when there is alignment, passion and a shared vision from all key stakeholder groups. A sincere thanks to the executive leadership team who perform their roles with diligence to ensure that administrative and operational requirements of the school are fulfilled to an excellent standard. I also extend deep gratitude to His Eminence Archbishop Makarios for his unwavering support, His Grace Bishop Evmenios and Father John Frangos for their guidance as well as the Board and staff for their commitment to St John's College. Thank you to our families for entrusting us with the care and education of your children.

Mrs Anna Urban  
College Principal

## 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 850**.

Signature:

*Anna Urban*

---

Mrs Anna Urban

Principal

Date:

24.08.2022

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

Signature:

*Father John Frangos*

---

Father John Frangos

Chair of the College Board

Date:

24.08.2022

## 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. In 2020 the school entry moved to 1 Blanch Street (formerly 21 Railway Place West). The single-entry point has brought our community together every morning and afternoon.

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 library, two art studios, a music centre and rehearsal studios, two science laboratories, a food technology centre and digital technology learning spaces. The College also features an olive grove and student garden, extensive sporting grounds including basketball/netball courts, a football field and a Performing Arts and Sport Centre, that includes an indoor basketball court and fully equipped stage. We also provide a Junior School adventure playground, sandpit and soccer field.

The majority of our students transition to tertiary studies at university, with a smaller number to TAFE Colleges. Our school produces students of exceptional character and calibre who have continued to make a contribution to Australian society in the areas of medicine, health, law, education, commerce, business, information technology and various skilled trades.

## Our Profile

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.

## Our Motto

'Forever Excelling'

## Our Mission Statement

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

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

## 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.

## 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 870.

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.

# 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 school values are to LEAD:

- Love
- Excel
- Achieve
- Dream

These matrices, which describe the behaviours that express our values in our everyday actions, are 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>				

## 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 2021)

Father John Frangos (Appointed 2018)	Director -Chair
Qualifications	B Sc, M App Sc (Toxicology), Grad Dip Theology DABT, FACTRA
Experience	John Frangos has more than 25 years' experience as a corporate and consulting toxicologist. He has previously been a director of 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.
His Grace Bishop Evmenios Vasilopoulos (Appointed 2019)	Director - Co-Chair
Qualifications	BTheol. MTheol (Pastoral Care).
Experience	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.
Mrs Stavroula Zoumboulis (Appointed 2019)	BSci/BEd, PG Cert EdSt(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 (Appointed 2019)	Bachelor of Accounting. Practising accountant for more than 20 years.
Ms Marika Mellas (Appointed 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 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 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 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

Mr George Dimitropoulos (Appointed 2021)

Lucent Capital.

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

## 2021 Highlights – including remote/online events

- College Blessing by Fr Evmenios and the Holy Fathers to officially bless and open the school year
- Visit from Kat Theophanous; state member for Northcote
- Camp Manyung at Mt Eliza for Year 3 and 4 students
- Harmony Week Celebrations
- Representation at The Greek Australian Commemorative Service -1821 – 2021 Bicentary; 200 Years of Hellenic Independence
- Celebrating 200 years of Hellenic Independence – a week of events at the College
- “The Hysterical History of the Trojan War” production
- South Melbourne Football Club visit to St John’s College
- Representation at the 80th Anniversary of the Battle of Crete
- Sports Courts Precinct Blessing by His Eminence Archbishop Makarios of Australia
- ANZAC Day Commemoration
- Junior School Mini-Olympics and Tokyo Olympic Celebrations
- Senior School Athletics Day
- Easter Whole School Liturgy
- Mothers’ Day Afternoon Tea
- Installation of art mural by Efrossini Chaniotis
- Representation at the memorial service for the victims of the Greek genocide of Pontus
- Alannah and Madeline Foundation’s eSmart Week
- GRIP Leadership conference for all student leaders
- iPad Program Rolled out for Foundation to Year 4
- VCE Subject Expo
- Buddy Bench Fundraiser by Year 5/6
- The Winter Music Concert
- Cancer Council’s Biggest Morning Tea
- NAIDOC Week commemoration and acknowledgement
- 100 Days of School for Foundation students
- Outdoor Education Camp for Year 7/8
- Virtual Camp to Sovereign Hill for Year 5/6
- The Write Note writing competition in Junior School
- RUOK Day and Student/Staff Wellbeing Days
- Football Dress Up Day including AFL and Soccer
- Care packages delivered to Year 12 students by the PA at the commencement of SWOTVAC
- Home delivery of roses in lieu of Rose Ceremony for Year 12 students
- OXI Day and the Holy Protection of the Virgin Mary 28<sup>th</sup> October
- World Teachers Day October 29<sup>th</sup> 2021
- Virtual Divine Liturgy to commemorate the feast day of the Holy Protection of the Virgin Mary for the 28<sup>th</sup> October
- New out of school hours care program opens – Village OSHC
- St John The Baptist Icon Mosaic Fundraiser launched
- Remembrance Day Memorial November 11<sup>th</sup>
- Junior School Book Week and Dress Up Day
- Representation at the 155<sup>th</sup> Anniversary of the Arkadi Holocaust.
- Online Art Exhibition in Virtual Art Gallery
- Junior School music concert Rock Through The Ages: recorded for all to enjoy
- RUOK Music Video; an original song written and performed by St John’s College students
- Official welcome for His Grace, Bishop Evmenios of Kerasounta on the occasion of his first visit
- Parent Association Volunteer Acknowledgement
- Senior School Formal for Year 9 to 12 students
- Greece 200 Year Anniversary; appointment of 60 student ambassadors at a special dinner
- Year 6 Graduation Ceremony
- Senior School Presentation Afternoon including Year 12 Graduation
- Christmas Message to the world: *How To Make A Vasilopita* from our Year 5 and 6 students
- Student Leadership initiative: Christmas Appeal for the Greek Welfare Centre, and Our Daily Bread
- VCE Success: 42% VCE students achieve an ATAR over 70+/17% receive an ATAR 85+. Median study score 29. Dux of St John’s College: Christian Psarakos
- Staff end of year luncheon with farewell to Mrs Olga Bitsas who retired after 32 years’ service
- Kalanta at St John’s College: a video recording of Greek hymns and carols dedication to His Eminence Archbishop Makarios and the Greek Community
- Kalanta at Axion Esti with His Eminence Archbishop Makarios and His Grace Bishop Evmenios. Beautiful live streamed Christmas music from Athens, delicious food and gifts for the children

# Learning and Teaching

## Core Curriculum

In 2021 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 coding, robotics and cyber safety
- Performing Arts: Music and Drama
- Visual Arts
- Health and Physical Education
- Health and Food Technology
- Pastoral Care
- Orthodoxy
- Greek Language and Culture
- Junior School Integrated Studies
- Year 9/10 Electives
- VET Courses (off campus)

## Extra-Curricular Opportunities

Extra-curricular programs were curtailed by the pandemic in 2021 however we did deliver (in part or whole):

- Junior School and Senior School Student Leadership Program
- School camps, incursions and excursions
- Year 9 Explore Week
- Year 10 Work Experience and RIJI
- Life Education Van Incursion
- Buddy Program for Foundation and Years 6's
- Orthodox Christian religious education program; divine liturgies
- Cultural events and commemorations such as Greek National Day and ANZAC Day
- Literacy and Numeracy Week
- Science and Maths Week
- Book Week
- Instrumental music program
- Interschool sport years 5 to 12
- Greek dance group, school band and bouzouki ensemble
- Various competitions across all subject areas
- Art Exhibition
- School concerts
- Sporting competitions and events including interschool sport and Athletics Carnival

## 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 2021. However, due to consistent follow up by teachers and Heads of Schools, we managed to maintain an average attendance of **97.35%** from Foundation to Year 12, compared to **89%** in 2019; this was a great effort by the students, their parents and our staff. The higher rate of attendance was supported by more streamlined administrative processes to track and record absences. It is important to note that during remote learning periods the attendance requirements from the Federal Government were relaxed and all students were marked as in attendance for these periods. This may account for the significant increase in overall attendance. Student attendance records are managed by the administration staff. Pastoral care (Senior School) and class group teachers (Junior School) are responsible for following up student absences with families. Daily attendance is recorded by teachers, followed up by the administration staff, and contact is made to notify parents (daily SMS).

## Student Engagement Achievement and Wellbeing

In 2020 the Principal established the Child Safe and Student Wellbeing Committee. The committee continued to meet over 2021. 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 Heads of 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 2021 year. 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).

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
- 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)

## 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.

## 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 2021:

- The Principal provided a detailed weekly newsletter; distributed to parent/carers.
- Progress reports were sent to 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.
- Information evenings were held throughout the year for various year levels as well as a series of community information forums.
- Ongoing communication and interactions with individual parents is facilitated via SEQTA.
- New – launch of parent opinion survey. Feedback was provided via a community information session.
- Foundation transition program for parents was held online alongside an onsite family picnic. On site transition was postponed until January 2022 due to health restrictions.
- A series of online information sessions were held (for parents) about a range of subjects from special guest speakers during Term 3 and 4 during the state-wide lockdown.
- Transition information sessions were also held online for incoming parents of students at all year levels.

Home school partnerships are nurtured at our College. The Parent Association is highly active running a variety of fundraising activities as well as providing a canteen service for the students and staff. Events such as Mother's Day, Father's Day, the Annual Dinner Dance and the Year 6 Graduation were interrupted in 2021. Nevertheless, the PA managed to raise funds to support school improvement as well as be actively involved running the College canteen. The PA provided funds for the installation of a sandpit in the JS in 2021.

## VCE 2021

In 2021 VCE students achieved good Victorian Certificate of Education results. It was a challenging year due to prolonged periods of remote learning. Sixteen students were enrolled in Year 12. Unlike 2020, there were no adjustments made to the study designs; this, alongside the remote learning experience, explains reduced percentage of students achieving an ATAR of over 80 and a median study score of 29.

	2021	2020	2019
Median Study Scores	29	34	27
VCE Attainment	100%	90%	100%
Year 12 Completion	100%	100%	100%
Early Entry	8	2	11

## 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%
2021 – 16 students total	17% Above 85	42% Above 70



## 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	Percentage of 2021 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)	71% 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)	21% of cohort (100% of those who applied)
Any Tertiary offer	100	100	100	100	100	100	100	90%	93%
University enrolled	62	52	90	78.5	80	66	87	30%	71%
TAFE/VET enrolled	33	44	0	21.5	20	0	13	60%	21%
Apprentice/Trainee	0	0	1	0	0	0	1	0	1
Employed	0	1	1	1	0	0	3	0	0
Deferred	0	1	0	0	0	2	0	1	0


## NAPLAN – Student Learning Data 2021


The 2021 Naplan results are extremely positive and demonstrate that despite massive interruptions to education programs due to the pandemic the college continued to delivery high quality teaching for students.


In the table below a comparison of performance of SJC students to all students across Australia is presented. In all test areas, with the exception of one area, 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>


Note: 2020 data is unavailable for comparison as there was no Naplan testing undertaken.

Year 3 <i>Australia: at/above: 95.9</i> SJC 	Students ABOVE the National Minimum Standard:	Students AT the National Minimum Standard:	Students BELOW the National Minimum Standard:
Reading - 100	100%	0%	0%
Writing - 93	93%	0%	7%
Spelling - 100	100%	0%	0%
Grammar and Punctuation - 100	100%	0%	0%
Numeracy - 100	86%	14%	0%

Year 5 <i>Australia at/above: 95.1</i> SJC 	Students ABOVE the National Minimum Standard	Students AT the National Minimum Standard:	Students BELOW the National Minimum Standard:
Reading - 100	82%	18%	0%
Writing - 100	100%	0%	0%
Spelling	82%	0%	18%
Grammar and Punctuation - 100	82%	18%	0%
Numeracy - 100	82%	18%	0%

Year 7 <i>Australia at above: 93.8</i> SJC 	Students ABOVE the National Minimum Standard	Students AT the National Minimum Standard:	Students BELOW the National Minimum Standard:
Reading - 100	86%	14%	0%
Writing - 96	96%	0%	4%
Spelling - 96	96%	0%	4%
Grammar and Punctuation - 91	87%	4%	9%
Numeracy	82%	14%	5%

Note – 60% of students in Year 7 have enrolled into SJC from other primary schools. Thus this is not a like cohort i.e. SJC Year 5 2019/SJC Year 7 2021. SJC does not ‘own’ this data.

Year 9 <i>Australia at/above: 89.7</i> SJC 	Students ABOVE the National Minimum Standard	Students AT the National Minimum Standard:	Students BELOW the National Minimum Standard:
Reading - 94	89%	5%	5%
Writing - 100	84%	16%	0%
Spelling - 100	94%	6%	0%
Grammar and Punctuation - 100	79%	21%	0%
Numeracy - 100	89%	11%	0%

## Teacher Professional Learning

In 2021 the College held its second staff professional learning conference. Over two days teachers and generalist staff participated in a range of learning opportunities including participation in keynote addressed from Dr Mario Roberto (Positive Psychology) and Ms Josie Howie (Inclusive Trauma Informed Practice). Dr Gabby Ostrognay launched the Vision, Mission and Values booklet. Mrs Judy Petch led workshops for teachers to commence the development of the College Learner Behaviour Model. Over 2021 teachers, explored and implemented thinking routines from our chosen text: *The Power of Making Thinking Visible* (Church and Ritchhart). The professional reading and subsequent implementation of strategies enabled us to increase student engagement by deepening our understanding of how to support students to develop higher order thinking skills. Another first in 2021 included teachers administering a survey to students to receive feedback about the strengths and areas of improvement for their teaching practice. The leadership team were able to feedback to the staff the areas of teaching which we do well and areas for improvement. Over the year, teachers worked together for an hour twice a week as well as for an entire day each term to further develop their understanding of effective learning and align their pedagogical practice with intended learning outcomes for students. Mrs Petch works in partnership with Mrs Chris Kargas (Head of Curriculum) and Mrs Rachel Pascuzzo (Primary Curriculum Consultant) to enrich our curriculum to ensure that learner agency is prioritised in all programs. Our three leaders coach teachers in their classrooms (which includes observation, modelling and feedback sessions). Teachers are also being supported to use data to inform their planning and program delivery/design. Junior School teachers continued to implement the Literacy Charter. From Foundation to Year 10 teachers were introduced to 'Essential Assessments' to assess student English and mathematics 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. In 2021 the College engaged the Victorian Counselling and Psychology Service to provide employee assistance program to staff. Staff may access up to four sessions of confidential counselling regarding personal and/or professional matters.

## 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>	<p>Enrolment growth of 17% (over 3 years);</p> <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</li> </ul>	<ul style="list-style-type: none"> <li>Improved parent satisfaction.</li> </ul>

	commence 2022/2023.	
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>• Operoo (digitization of all forms) under implementation. Operoo has interface with PLAN CHECK GO.</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 Ostrogna – 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</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>

	<ul style="list-style-type: none"> <li>learning.</li> <li>MYLANDS intervention program implemented for Math in Senior School (via government tutoring funding).</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> <li>Agreed approach to teaching reading (Science of Reading Programs P-2) 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>
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> <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>	<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 fundraising.</li> </ul>



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 ¾ 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>
Community Engagement	<p>Events program is extensive but paused due to pandemic.</p> <ul style="list-style-type: none"> <li>• Liturgies at school and local church.</li> <li>• Annual blessing to open the school year.</li> <li>• Oxi Day commemoration.</li> <li>• Greek Independence commemoration.</li> <li>• ANZAC Day commemoration.</li> <li>• Hellenic War Commemorations and observances.</li> <li>• Greek Easter – drumming and representation at Orthodox events.</li> <li>• Representation at parish festivals and feast days.</li> <li>• Antipodes Festival.</li> <li>• Olive Harvest at School.</li> <li>• Art project with VicTrack.</li> <li>• Athletics Carnival.</li> <li>• RUOK Video.</li> <li>• Music concerts and Kalanta.</li> <li>• Sport and Gala Day with OGS.</li> <li>• Doxology and graduation.</li> <li>• Presentation Event.</li> <li>• Year 6 Graduation.</li> <li>• Valedictory Dinner.</li> </ul>	<ul style="list-style-type: none"> <li>• The spirit and life of the school is renewed.</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>

## 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	Gender & Time Fraction	Position	Qualification
1. Attley, Teresa	Female Part Time	SS Mathematics and Science Teacher	BSc(Hon) Cell and Molecular Science [Biology/Chemistry Joint Hons] MPhil in Molecular Microbiology Post Graduate Certificate in Education (PGCE) in Secondary Science (UK)
2. Bailey, Meg	Female Part Time	Teacher Librarian	Bachelor of Arts (Professional Writing and Editing) Graduate Diploma of Education (Secondary)
3. Bitsas, Olga	Female Part Time Retired end of 2021	English Teacher	Bachelor of Arts Diploma of Education
4. Connell, Lachie	Male	Psychology, Health and PE Teacher	MA in Education ( <b>Secondary</b> ), Bachelor of Sport and Exercise Science (Physical Education Teaching)
5. Dimitriadis, Konstantina	Female Part Time	EAL Teacher	Bachelor of Arts Graduate Diploma in Education (Secondary)
6. Exintaris, Elizabeth	Female Part Time Left end Term 1, 2021	Performing Arts & Music Teacher	Bachelor of Music (Hons) Diploma in Education Master of Arts - Music Graduate Diploma in Arts Management
7. Evangelakos, Effie	Female Part Time	Head of Junior School	Diploma of Teaching Graduate Diploma in Intercultural (Major Greek)
8. Fakos, Ellie	Female Family Leave 2020-2021	NA	Bachelor of Education
9. Giannos, Ourania	Female Part Time	English Teacher	Bachelor of Arts Graduate Diploma in Education
10. Hanos, Julie	Female	Year 5/6 Teacher	Diploma of Education Bachelor of Education
11. Harvey, Matthew	Male Part Time Left end of Term 2, 2021	Health/PE and Psychology Teacher	Masters of Teaching (ACU) Double Bachelor's Degree in Exercise Science & Human Movement/Psychological Studies
12. Hodgson, Jackie	Female Left end of Term 2, 2021	Health & PE Teacher	PGCE Secondary Physical Education Bachelor of Science in Sport Science (BSc) 2:1
13. Kargas, Chris	Female Part Time	Head of Curriculum	Bachelor of Education Master of Numeracy
14. Kazis, Georgia	Female Part Time	SS History and English Teacher	Master of Teaching
15. Kemp, Tim	Male Part Time	Mathematics and Science	Bachelor of Science Bachelor of Teaching (Sec.)
16. Konstas, Effie	Female	Year 1/2 Teacher	Bachelor of Education (Primary)
17. Kordas, Roula	Female	Year 1/2 Teacher	Diploma of Teaching (Primary)
18. Krikelis, Joanna	Female	Orthodoxy and JS Literacy Intervention	Certificate IV in Liberal Arts Bachelor of Education (P-12) Certificate IV in Training & Assessment Certificate IV upgrade in Training & Assessment

19. Lim, Patrick	Male Part Time	SS Math/Science teacher	Degree in Civil and Structural Engineering Master in Property Management and Maintenance: Graduate Diploma in Marketing Management: Diploma In Education
20. Loizou, Angelica	Female Part Time	SS English and Humanities Teacher	Diploma of Education (Secondary) Bachelor of Laws / Bachelor of Arts
21. Lonie, Adam	Male Part Time	Humanities, Legal Studies, Civics & Citizenship Teacher,	Bachelor of Arts Diploma of Education
22. Manison, Jac	Female Family Leave Term 3&4	Head of Digital Practice; Digital Technology & Robotics Teacher	Bachelor of Science (Hons) Information Management Master of Science (Communication) Post Graduate Certificate in Education (PGCE) ICT
23. Mikhail, Akram	Male Part Time	Mathematics & Physics Teacher	Graduate Diploma of Education (Secondary)
24. Mourtziou, Effie	Female Part Time	Humanities & Business Management Teacher Pre-service Teacher Placement Coordinator	Bachelor of Arts Diploma of Education
25. Neilson, David	Male Part Time	Health and PE Teacher	Advanced Diploma in Business (Marketing) Sports Administration Degree Diploma in Education
26. Papageorgiou, Maria-Stella	Female Part Time	Greek Language	Bachelor of Arts Diploma of Education
27. Papakonstantinou, Androulla	Female Part Time	Greek & Religion Teacher	Bachelor of Arts Diploma of Education
28. Pastorelli, Antoniette	Female Part Time	English Teacher	Bachelor of Arts Diploma of Education
29. Pattinson, Madeline	Female Family Leave Term 3&4	Art teacher	Master of Teaching (Secondary): Double Visual Arts Methods Bachelor of Design: (Visual Communication)
30. Powell, Sarah	Female	Year 3/4 Teacher	Master of Speech Pathology. Bachelor of Education (Primary)
31. Pradhan, Shanti	Female Part Time	Music Teacher Performing Arts Coordinator	Master of Teaching
32. Richards, Kate (Dr)	Female Part Time Left end of 2021	Science/Math teacher	Graduate Diploma Education (Secondary) Doctor of Philosophy Bachelor of Science (Animal Science) (Hons) Bachelor of Science (Animal Science)
33. Sarigianoglou, Franziska	Female	Head of Senior School Psychology Teacher	Bachelor of Applied Science (Psychology) Graduate Diploma of Education (Secondary)
34. Sherwood, Derek	Male	Director of Operations Health & PE Teacher	Bachelor of Applied Science (Physical Education)
35. Sokolis, Samantha	Female Part Time	Visual Arts and Humanities Teacher	Bachelor of Arts Diploma of Creative Arts Master of Education (Secondary)
36. Spiker, Lewis	Male Part Time, Term 4 only FTC	Health PE Term 4	Master of Teaching
37. Stefanidis, Maria	Female	Year 3/4 Teacher	Graduate Diploma of Education. Bachelor of Arts (Social Science) Bachelor of Social work
38. Theofanis, Nasa	Female Part time	Greek Language	Graduate Diploma of Education (Secondary) Bachelor of Fine Arts (Hons) Bachelor of Fine Arts
39. Thorburn, Rebekah	Female	Foundation Teacher	Master of Teaching & Learning

40. Urban, Anna	Female	Principal	PHD Candidate Master of School Leadership Post Grad. Student Welfare Post Grad. Special Education Bachelor of Education (Sec.)
41. Vlahos, Hari	Female Part Time	Special Needs Teacher, EAL Support	Bachelor of Education Diploma of Teaching Early Childhood
42. Warren, Shae	Female	SS English, Humanities and Digi Tech	Bachelor of Teaching
43. Watson, Sarah	Female	Year 5/6 Teacher	Masters of Teaching Primary
44. Wells, Abby	Female Part Time	VCAL and EAL Teacher	Graduate Diploma of Teaching (Secondary) BA Hons (History) Cert IV in Training & Assessment
<b>Generalist Staff</b>			
<ol style="list-style-type: none"> <li>Kathryn Drougas – Director of Administration</li> <li>Megan Sanelli – Enrolment Officer</li> <li>Amanda Ocean Pacifique – School Nurse</li> <li>Juliet Cerolini – Executive Assistant</li> <li>Victoria Mitchell – General Administration Assistant (replaced CA)</li> <li>Sophia Georgoulos – Accountant</li> <li>Mary Chhiev - Bookkeeper</li> <li>Carmelo Scigliitano - Science Lab Technician</li> <li>Dennis Ball – Maintenance Officer</li> <li>Loc Nguyen – IT Manager</li> <li>Tasos Petousis – IT Support</li> <li>Moute Tawhai – LSO</li> <li>Angela Tattos – LSO</li> <li>Father Leo Ioannidis – College Chaplain (volunteer)</li> </ol>			

## Staff Composition

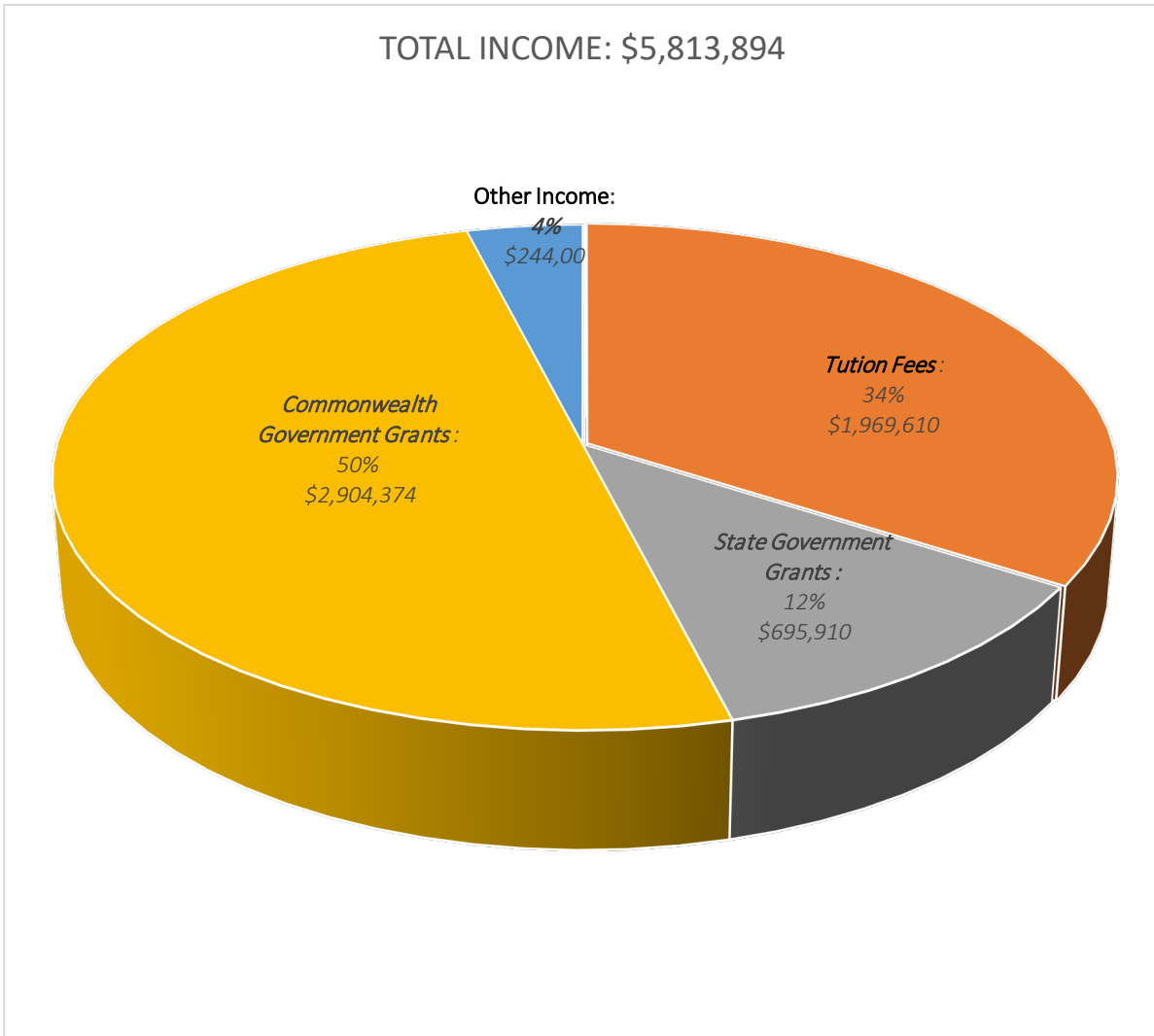
- **Total Permanent Staff: 52**
- Number of Support staff: 13
- Total Teachers (including teachers on family leave): 38
- Percentage of Female Teachers: (n.30) 79%
- Percentage of Male Teachers: (n. 8) 21%
- Percentage of Staff Members from a Greek Background: (n. 22) 42%
- There were no staff members from an Aboriginal or Torres Strait Islander background.

Demographic group	Number of employees
Non-English-speaking background	6
Aboriginal or Torres Strait Islander	0
Disabled	0
Part-time	24
Casual	0
Under 21 years of age	1
Over 45 years of age	14

# Financial Performance 2021

## Revenue

Income for the year ended 31<sup>st</sup> of December 2021 was generated from the following sources: Tuition Fees and Levies 34%, State Government Grants 12%, Commonwealth Government Grants 50%, Other Income 4%.



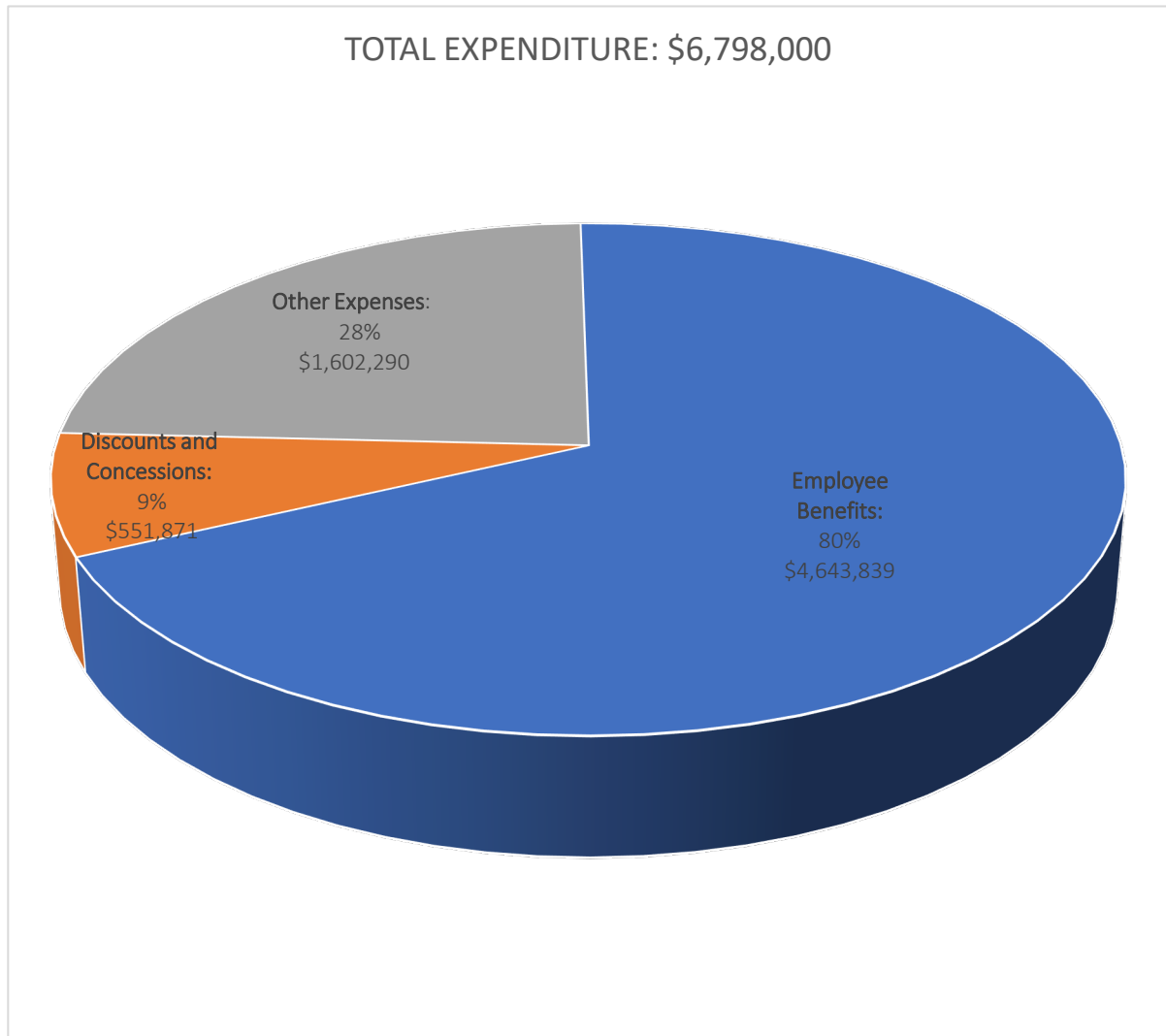
The College is operating in a financial deficit; additional funds provided from GOAOA to cover operating expenses are excluded from this chart.

*\*Based on figures provided in the Auditor's report 2021*

## **Expenditure**

Expenditure for the year ended 31<sup>st</sup> December 2021 (before interest and depreciation) as expensed as follows:

Largest costs were Employee Benefits 80%, Discounts and Concessions 9%, Consumable and Other Expenses 28%.



The College is operating in a financial deficit, which is why the expenditure is over 100% (percentage of expenditure over income).

*\*Based on figures provided in the Auditor's report 2021*

## 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.