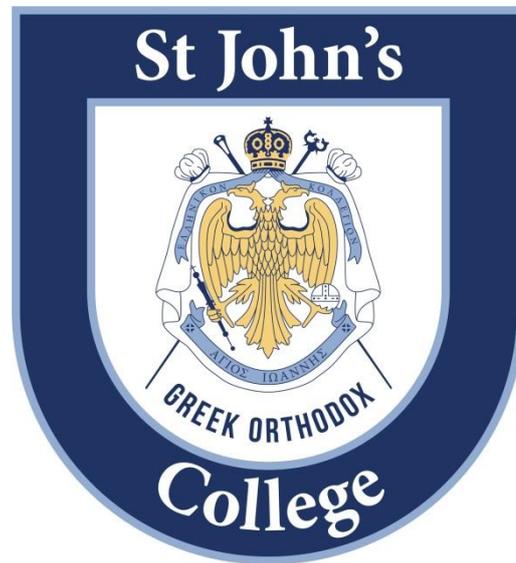


**St John's College**



## Principals' Report

The year of 2016 brought a change in leadership at St John's college. With Co-Principal's in place for most of the year and a new Principal starting at the beginning of Term 4, the College continues to respond to the needs of a new generation, focussing upon a bright and exciting future. It is therefore with great pleasure that I present our 2016 Annual School Report for St John's College.

## Master Plan

During 2016 the next stage of the Master Plan, the Centre for Environment, Technology and Sustainability (SETS), was completed. This wonderful new and vibrant space, focussed upon 21<sup>st</sup> Century Learning is an exciting initiative, providing our students with an engaging, and dynamic resource to engage and build upon knowledge and understandings that will impact upon them in the present and the years to come.

## Innovative Schools Award 2016



St John's College has worked exceptionally hard to establish a culture of high expectations focused on improving learning outcomes for all VCE students and creating excellent VCE programs for Senior College students that provide them with the opportunity to experience success. These exceptional efforts have been highlighted by the inclusion of our College in the Innovative Schools 2016 awards presented by the Educator magazine. This prestigious national award (40 schools nationwide were selected and only 9 from Victoria) reflects the impressive initiatives the College has employed to optimise our students' educational experiences.

## VCE 2016

In 2016 the students of the College again received excellent Victorian Certificate of Education Results:

- 100% of our students received their VCE certificate
- 18% of students achieved an ATAR score above 90
- 25% scored above 85
- 75% achieved a score above 80
- The Dux of the College achieved a score of 95.75

Average ATAR score has increased by 21% since 2013. Students achieved excellent results in Greek, Mathematical Methods and Further Mathematics.

## Aspire Program at Latrobe University

In 2016 the College had two successful Candidates to the entry into the ASPIRE Program at La Trobe University.

The Aspire Program is for students who've made a positive impact on their community – whether it's through volunteering, leadership or community engagement. As a successful Aspire applicant, they received an early conditional offer into their chosen course well before they received their ATAR.

The Aspire program rewards students for their community engagement and leadership experience by giving them:

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

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

- VCE/HSC revision lectures to be held 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 specialised online Aspire support.

## Santo Costanzo Oration

The College held its annual Santo Costanzo Oration Evening on Monday 5 December in the College Sports and Arts centre. The speakers were Mr Kostas Kyrifidis, Class of 1987, who spoke about Santo and his time at St John's and the key note speaker for the morning was Justice Emiliios Kyrou whose theme was 'What's in a name?' He described the experiences of Greek Australian lawyers over the years and their various and significant achievements.

Justice Kyrou was born in 1959 in the village of Sfikia, Imathia, Greece. In 1968, at 8 years of age, he arrived with his family in Australia.

In 1983, he completed a law degree at Melbourne University graduating with honours and he served articles at Corrs Pavey Whiting and Byrne (now Corrs Chambers Westgarth) and was admitted to practice in April 1984.

In 1988, he was made a partner of Corrs before moving to Mallesons Stephen Jaques where he served as a Partner for 17 years and practiced mainly in insurance law, government law and dispute resolution before his appointment to the bench of the Supreme Court of Victoria. His appointment was announced by the Victorian Attorney General, the Hon. Rob Hulls, on 5 May 2008 and became effective on 13 May 2008.

Since graduating Justice Kyrou has won numerous jurist awards and distinctions and is the author of a number of leading legal texts, a commentator on law reform and supporter of pro bono work.

Justice Kyrou is the only Greek-born judge to have been appointed to the Supreme Court of Victoria and in 2012 he published his memoir, Call Me Emiliios, which was officially launched at Melbourne's Hellenic Museum.

A sincere thank you is extended to Justice Emiliios Kyrou.

## **The Educator Magazine's 2016 Hotlist**

Congratulations to John Savopoulos on his inclusion in The Educator magazine's 2016 Hot List. This award recognises key individuals and their accomplishments in education. Although the 40 individuals named on the list come from a range of professional backgrounds, from principals of local schools to founders of online portals to those dedicated to improving teacher well-being, they all share a common goal of improving Australian education and have dedicated their careers to doing so.

## **Debating at St John's College**

St John's College continued its participation in the Debaters Association of Victoria (DAV) 2016 competition. Our students once again worked together to develop arguments based upon good reasoning and persuasive language. With passion for the debates, our students showed great team work, thorough research skills and a willingness to go beyond the expected responses. After 5 rounds of intense work, research and speaking, our students held their own in every way. Congratulations to all team members and thank you to their parents, siblings and extended family and friends for supporting them throughout the year.

## **ANZAC Day Ceremony**

On Monday 25 April a number of Junior and Senior College students and teachers were invited to participate in the ANZAC DAY march to the Shrine of Remembrance by the Hellenic RSL. It was an honour and privilege for our College to participate in such a significant event and we extend a sincere thank you to the members of the Hellenic RSL for their thoughtful gesture.

On Tuesday 26 April we held our ANZAC DAY commemorative assembly at the College. We began with prayer to remember and thank all the men and women who made sacrifices over the years in order for us to enjoy our freedom. Our College Captain then read the commemorative address and the Ode.

## **Easter Afternoon Tea Celebration**

We held our annual Easter Afternoon Tea celebration on Thursday 12 May at 2.30pm. His Grace, Bishop Ezekiel, Father George, from the Antiochean Church, the Reverend Fathers, Father Chris and Father Leo, Board Member, Mr Georgiou, and the ladies from the Philoptokos graced us with their presence. Also, a sincere thank you is extended to Mrs Papakonstantinou for coordinating the celebration.

## 75<sup>th</sup> Anniversary – Battle of Crete

We celebrated the 75th Anniversary Battle of Crete on Monday 16 May by hosting an assembly where the key note speaker was Mr Ange Kenos, President of the Essendon RSL. Tony Tsourdalakis, Secretary of the Battle of Crete Commemorative Council, and Mr Ken Tsirigotis, former student of the College and currently an engagement and development officer with Melbourne Legacy were also present. This was followed by our VCE students attending the 75th Anniversary Battle of Crete photo exhibition in the gallery.

## eSmart School

St John's College became an eSmart School under the auspices of the Allannah and Madeleine Foundation. eSmart Schools provides a framework that guides the introduction of policies, practices and whole-school change processes to support the creation of a cyber safe or eSmart environment. This recognition identifies St John's College as a place where the smart, safe and responsible use of information and communications technology is a cultural norm. Students, teachers and the wider school community are equipped to embrace the best these technologies can offer, while being savvy about the pitfalls.

## Child Safe Standards

As part of the Victorian Government's commitment to implementing the recommendations of the *Betrayal of Trust* report, St John's College implemented the Child Safe Standards to ensure an environment is created and maintained and promoted to protect children from abuse and neglect.

To create and maintain a child safe organisation, an entity to which the Child Safe Standards apply, St John's College has actively implemented the following

1. Strategies to embed an organisational culture of child safety, including through effective leadership arrangements
2. A child safe policy or statement of commitment to child safety
3. A code of conduct that establishes clear expectations for appropriate behaviour with children
4. Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel – child safe officer
5. Processes for responding to and reporting suspected child abuse
6. Strategies to identify and reduce or remove risks of child abuse
7. Strategies to promote the participation and empowerment of children.

Sincerely yours,

Mr Lance Ryan  
Principal

## **Our Mission, Vision and Democratic Principles**

### **Mission Statement**

In partnership with families, our mission is to provide high quality education and care for our students within a vibrant, innovative, stimulating, progressive, tolerant and diversified learning environment that integrates the Hellenic and Orthodox Christian ethos, spirituality and tradition. Through learning from best practice, we provide experiences, knowledge, skills and values to prepare students for higher education, training, employment and life in a changing world.

### **Vision Statement**

St John's College strives to empower our students to become independent learners, develop a strong sense of compassion, mutual respect and social responsibility. We aspire to be the school of choice for all families and aim to achieve excellent student results and high levels of student, staff and parent satisfaction.

### **Democratic Principles**

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

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

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

### **Our Values**

St John's College is an independent co-educational F-12 school. The College is well located, close to transport in the Melbourne suburb of Preston.

Committed to Excellence in Education, the College is dedicated to providing a vibrant and stimulating learning environment where each student can achieve their personal best while developing self-esteem and responsibility for their place in the community. St John's College is committed to achieving our students' full potential with a wide curriculum and co-curricular program imbedded in our LEAD program.

## **LEAD PROGRAM**

As a College we aim to develop students with the ability to lead, following the example set by our patron Saint John the Baptist. We also believe that all students:

- are capable of expressing a view
- have the right to express their views freely
- have the right to be heard in all matters affecting them
- have the right to have their views taken seriously

## **LOVE**

Respect

Compassion

Love God and one another.

Be respectful and compassionate, with a commitment to helping others.

## **EXCEL**

Integrity

Dignity

Excel in life and learning with integrity and dignity.

## **ACHIEVE**

Perseverance

Resilience

Aim high and set ambitious goals.

Show resilience and persevere to achieve your personal best.

## **DREAM**

Faith

Optimism

Dare to dream with faith and optimism.

## College Aims

St John's College aims to provide a positive and successful learning environment by ensuring that each student reaches their potential, and acquires the attitude, skills and knowledge to cope with the demands of their future. This includes:

- Creating an appropriate environment for the staff and students in which core values and beliefs of high expectations flourish.
- Providing the best educational opportunities by reviewing performances and systems in an ordered fashion, as well as responding to situations as they arise.
- Nurturing the partnership role between school, teachers, parents and the wider community
- Assisting in the placement of students by working with and supporting the efforts of the Careers Advisor.
- Providing students with the opportunities to assess pathways.
- Developing high self-esteem, optimism and a commitment to personal excellence.
- Respecting the rights and beliefs of others.
- Providing opportunities for students to participate actively in decision making.

## College Expectations

We expect students to:

- Respect others, be kind with their words and actions
- Respect school and classroom rules
- Be punctual to class and follow routines
- Take care of personal and school property
- Display good manners and courtesy at all times
- Value openness, respect and tolerance
- Bring and use their Student Planner/Diary to school everyday
- Bring a note if they are absent from school signed by parent/guardian stating reason for absence
- Wear correct school and sports uniform, otherwise a note is required
- Work independently and interdependently
- Solve problems through the use of various strategies

Within our classrooms, we aim for fairness, equality and consistency through discussion and shared decision-making. A positive approach is used, focusing on good manners, self-discipline and generally good examples, rather than always drawing attention to the negative.

These values, aims and expectations (democratic principles) are communicated to staff, students, parents and guardians and the school community via newsletters, College website, assemblies, student diaries/planner, and the annual report.

## Our History

### **‘FOREVER EXCELLING - AEIN APISTEYEIN’**

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

The College site has continuously been developed with the Senior School built on the northern side of the site and the Junior School at the southern side. Both campuses are well complemented with extensive facilities. These include 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 and netball courts, a football field and the Performing Arts and Sport Centre that includes an indoor basketball court.

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 has been successful over the years as a prestigious independent school, as most of its students graduate to tertiary studies at university, with a smaller number to TAFE. It produces students of exceptional character and calibre who have continued to make a contribution to Australia’s society in the areas of medicine, health, law, education, commerce, business, information technology or the trades.

To mark its 35<sup>th</sup> Anniversary in 2014, the College launched its new Strategic Plan and Master Plan, which will enable the College to continue to develop, renew its facilities, and enrich its educational programs. During 2015 the first stage of the Master Plan, the refurbished science labs for chemistry, physics and biology was completed.

## 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 2016

(Board members as of the 31<sup>st</sup> December 2016)

**Bishop Ezekiel of Dervis** (Co- Chair) *BTheol* Assistant Bishop to His Eminence Archbishop Stylianos of Australia Second Archdiocesan District (Victoria and Tasmania) Greek Orthodox Archdiocese of Australia

**Bishop Iakovos of Miletoupolis** (Co-Chair) *BDiv* Assistant Bishop to His Eminence Archbishop Stylianos of Australia Second Archdiocesan District (Victoria and Tasmania) Greek Orthodox Archdiocese of Australia

**Mr Chris Batsios** *BA Ec, SAFINSIA, QPIA* Executive Director and Partner (lending and property investment)

**Mr Andreas Georgiou** Retired former businessman, Member of Archdiocesan Council Greek Orthodox Archdiocese of Australia

**Ms Kerrie Neophytou** *DipEd, BEd, GradCertEarlyChildhdTeach, PostGradEdStud (Spec Ed), MEd, MACE* Educational consultant, Head of Preparatory School: Aitken College

## Staff

### Staff Composition

- Total Staff: 38
- Percentage of Female Staff Members: 61%
- Percentage of Male Staff Members: 39%
- Percentage of Staff Members from a Greek Background: 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 is 29 = FTE 16
- Number of Supporting staff is 9 = FTE 6

### Staff Attendance

The average attendance rate for staff during 2016: 88%

### Staff Retention

The proportion of teaching staff retained from 2015 to 2016 was 86%

### Staff Qualifications

A full register of staff and their qualifications are listed at the end of this report.

## Professional Engagement

### Professional Development

Staff members attended various Professional Development sessions during 2016. These sessions were a combination of out of school and in-house, and were delivered and presented by staff members and external professionals who had a skill or achievement in a particular field.

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

- VCE Subject and Examination debriefs
- SMART Spelling
- Disability Standards for Education
- Teacher mentoring
- Teacher responsibilities and obligations – effective teaching practice
- Premier's Reading Program
- PROBE & Literature Circles
- Literacy Planning from F – 12
- PM Benchmarking
- Higher Order thinking tools (Bloom's projects in Years 7 - 10)/Inquiry Curriculum
- Kids-Matter – 'You Can Do It' program
- LOTE Delivery and Resources development
- Individual Learning Plan development and Implementation

With the engagement of Emeritus Professor Patrick Griffin from the University of Melbourne. All staff have had systemic, focussed professional learning regarding Assessment for Teaching. Having a focus upon obtaining quality information from appropriate and rigorous assessment, all students will learn, teachers will be able to monitor this learning and students will have the opportunity to engage with relevant learning opportunities enabling greater engagement leading to growth and achievement across the learning areas.

Professor Griffin's willingness to share his expertise as a world leader in education has enabled the College staff a wonderful opportunity to consolidate the existing strengths of the school and to build on the teaching staff collaborative efforts to solidify the College academic. As a school that already excels in VCE results, the board and teaching staff at St John's College identify academic base.

### **Strategies to support students**

- Personalisation of Learning programs
- Analysis of VCE results and reflection
- Reading, analysing and Interpreting NAPLAN results
- New Methods of Teaching Mathematics F - 6
- Duty of Care
- First Aid update including Anaphylaxis and Asthma
- Reading Assessment and Evaluation
- Reading Support
- VCE and Australian Curriculum Updates
- Individual Student Learning Plans (ILP)
- Differentiation & Assessment
- Learning Intentions
- Formative Assessment and Summative Assessment strategies
- Mandatory Reporting
- NCCD Data gathering and reporting

### **Curriculum, Teaching and Learning**

#### **St John's aims to provide a learning environment which:**

- Develops Christian Orthodox living principles and provides the students with opportunities to grow as mature and caring adults, based on College values
- Develops students' ability to think logically, creatively and socially.
- Fosters academic excellence.
- Encourages students to achieve to the best of their ability and to set high personal goals.
- Facilitates the growth of knowledge, skills and attitudes across a broad range of areas of study.
- Fosters life-long learning attitudes and principles.
- Encourages students to become independent and self-motivated learners.
- Involves students in local, national and global issues to promote engagement and social responsibility.

## Students at St. John's College

### Student Attendance

Year Level	% Attendance
Prep	95%
1	94%
2	94%
3	92%
4	95%
5	91%
6	95%
7	89%
8	83%
9	94%
10	87%
11	94%
12	92%

Student attendance records are managed by the Administration staff and Year Level Coordinators. Daily attendance is recorded by the Administration staff, and contact is made if a student's non-attendance is not notified by parents. Further follow up is managed by the Year Level Coordinators where an absence extends to more than 3 days.

### Composition of Student body

#### EAL (English as an additional language)/Non EAL Students

	Male	Female
<b>EAL Students</b>	14%	24%
<b>Non-EAL Students</b>	86%	76%

#### Gender across Junior and Senior College

	Male	Female
<b>Junior College</b>	46%	54%
<b>Senior College</b>	59%	41%

## VCE RESULTS

Building upon the 'Three Year Strategic Directions' program, designed to improve VCE results. The cornerstones of this program included:

### Teachers

- The taking of a symbolic oath by VCE teachers to improve VCE results
- Establishing targets for improvement – median study score, % of Study Scores of 40 or more, individual subject Study Scores
- Ensure all teachers are working on improved accountability and focus on learning by developing SMART goals
- Teachers identifying specific strategies to support student learning
- Teachers continuing to develop and completing Scope and Sequence documentation for all VCE subjects in conjunction with their SMART goals

### Students

- The introduction of SMART goals for VCE students
- The introduction of the 'You Can Do It' wellbeing program which focuses on organisation, diligence, perseverance and problem-solving skills
- Positive reinforcement - students visualise their ATAR score and identify strategies and behaviours required for success
- Increased focus on students developing their study and revision skills in preparation for end of year examinations
- Individual meetings at the end of terms 1, 2 and 3 to provide feedback, discuss progress, wellbeing issues and re-evaluate SMART goals

### Parents/Guardians

- The further development of the 3-way partnership between, students, parents and teachers
- Increased communication between teachers and parents throughout the year

The 'Strategic Directions' program has been firmly embedded at St John's College and has prompted significant and exceptional growth in median study scores, ATAR results and % of Study Scores of 40 or more out of 50.

These improvements are reflected in the data below. We are now a College that provides excellent VCE programs that provide all students with the opportunity to achieve their desired ATAR result and Tertiary pathways.

Over the past years, we have:

- Improved our median study score by eight points from 25/50 in 2012 to 33/50 in 2015.
- Improved our % of Study Scores of 40 or more out of 50 by 11.1% in 2015
- Improved our ranking from 424 (2011) to 66 out of 528 schools (2015) when measured by median study score and percentage of 40+ study scores (source: [bettereducation.com.au](http://bettereducation.com.au))
- 54.5% of our students achieving an ATAR score above 70 (2015) and 76.9% (2016)

- Exceptional ATAR scores of 96.25 (Dux 2014), 99.25 (Dux 2015), 95.75 (Dux 2016)

These excellent achievements reflect the dedication and diligence of teachers, students and parents to embrace change and the commitment made by the College to improve outcomes for students. St John's College has worked hard to establish a culture of high expectations focused on improving learning outcomes for all VCE students and creating excellent VCE programs for Senior College students that provide them with the opportunity to experience success.

### Student Outcomes

In 2016, 15 students completed their VCE and 12 of the 15 students sat for final examinations and requested an ATAR score.

The highest ATAR result for 2016 was 95.75

Overall:

- 5.4% of Study Scores above 40
- Study Score Median: 32
- Average ATAR Score: 76.3
- ATAR above 90        15.4%
- ATAR above 80       30.8%
- ATAR above 70       76.9%
- ATAR above 60       76.9%
- ATAR above 50       100.0%

### VCE RESULTS comparative ATAR scores 2012 to 2016

	Over 80%	Over 60%
<b>2012</b>	23%	62%
<b>2013</b>	32%	65%
<b>2014</b>	35%	48%
<b>2015</b>	33%	75%
<b>2016</b>	30.8%	76.9%

### Proportion of Year 9 students retained to Year 12

The proportion of students who were at St John's College as Year 9 students and who remained at the College until Year 12 was 93%.

### Post-School Destinations

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

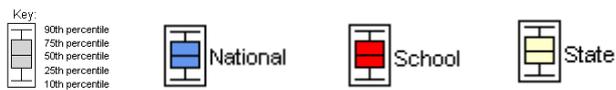
Destination	Percentage of 2012 Graduates	Percentage of 2013 Graduates	Percentage of 2014 Graduates	Percentage of 2015 Graduates	Percentage of 2015 Graduates
University offers	58	76	62	100	78.5
TAFE/VET offers	42	24	38	0	21.5
Any Tertiary offer	100	100	100	100	100
University enrolled	58	62	52	90	78.5
TAFE/VET enrolled	42	33	44	0	21.5
Apprentice/Trainee	0	0	0	1	0
Employed	0	0	1	1	1
Deferred	0	0	1	0	0

### NAPLAN

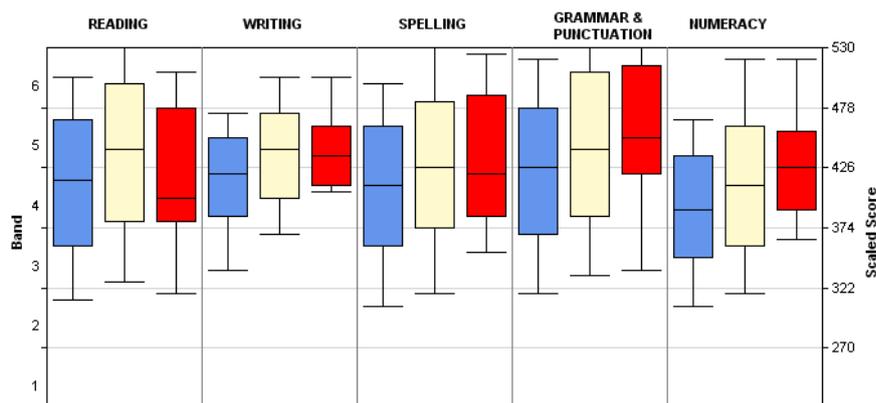
NAPLAN data is a useful indicator of a school's performance on benchmarked measures at a moment in time.

### School Summary Report

This displays national, state and school distribution data for each test area (Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy). This report presents data displayed against the National Assessment Program Scale.



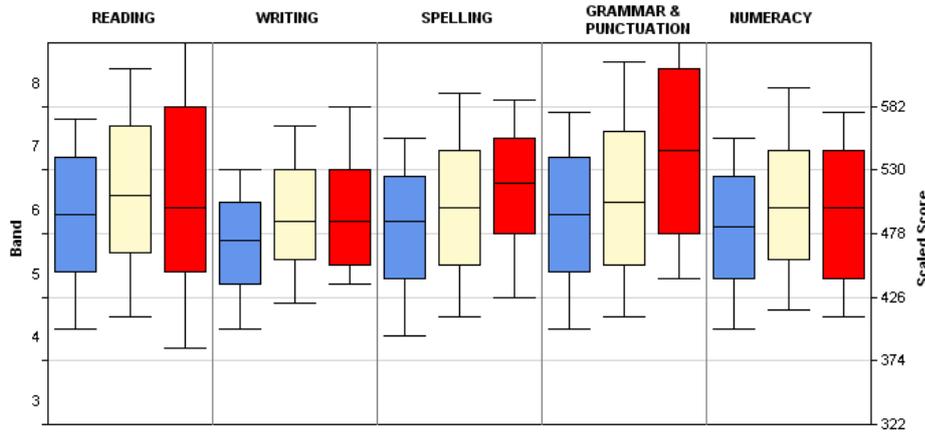
### Year 3 - Gender: All, LBOTE: All, ATSI: All



### Year 3 review:

- Reading - below National and State average
- Writing - above National average
- Spelling - above National and below State average
- Grammar & Punctuation - above National and State average
- Numeracy - above National and State average

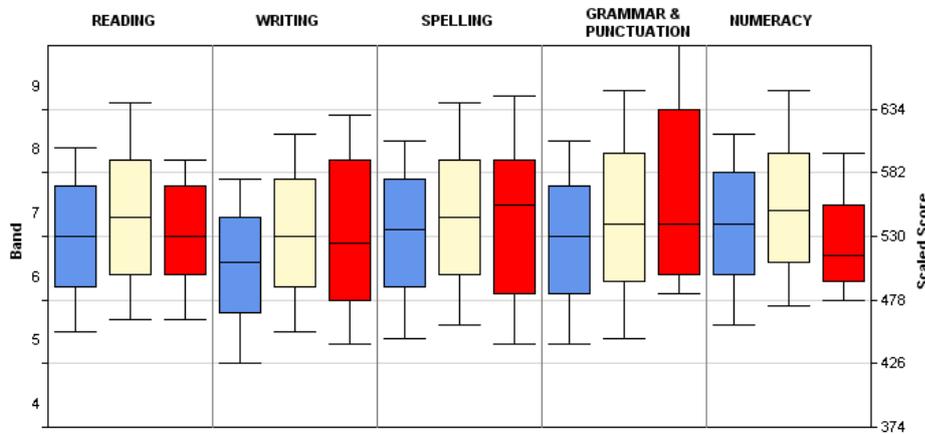
**Year 5 - Gender: All, LBOTE: All, ATSI: All**



**Year 5 review:**

- Reading – above National and below State average
- Writing - above National average and equal to State average
- Spelling - above National and State average
- Grammar & Punctuation - above National and State average
- Numeracy - above National and equal to State average

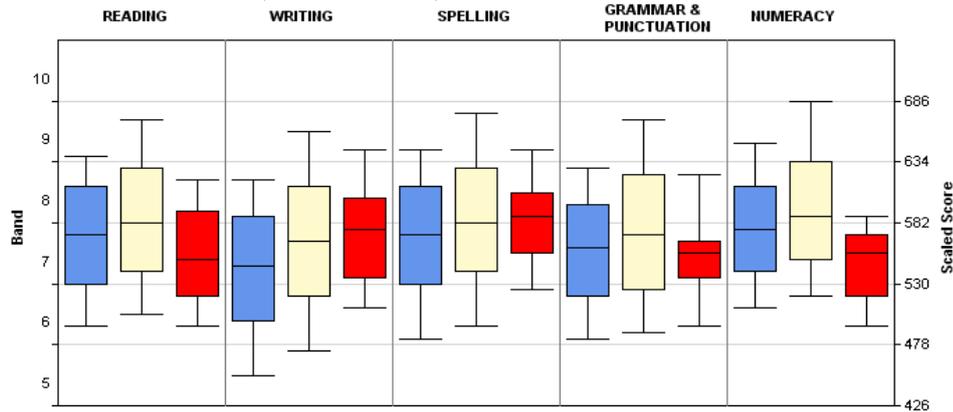
**Year 7 - Gender: All, LBOTE: All, ATSI: All**



**Year 7 review:**

- Reading – equal to National and below State average
- Writing - above National average and below State average
- Spelling - above National and State average
- Grammar & Punctuation - above National and equal to State average
- Numeracy - below National and State average

## Year 9 - Gender: All, LBOTE: All, ATSI: All



### Year 9 review:

- Reading - below National and State average
- Writing - above National average and State average
- Spelling - above National and State average
- Grammar & Punctuation – below National and State average
- Numeracy - below National and State average

### School Comparison Report

This report provides data on groups of students who completed Year 5, Year 7 or Year 9 tests and reports on Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

This report shows the growth between 2014 and 2016 results for students who undertook the 2014 and 2016 tests at the same school. This version of the report is not available for Year 7 students at secondary schools (where there is no Year 5 cohort).

The report shows data at the national and state levels, as well as that for:

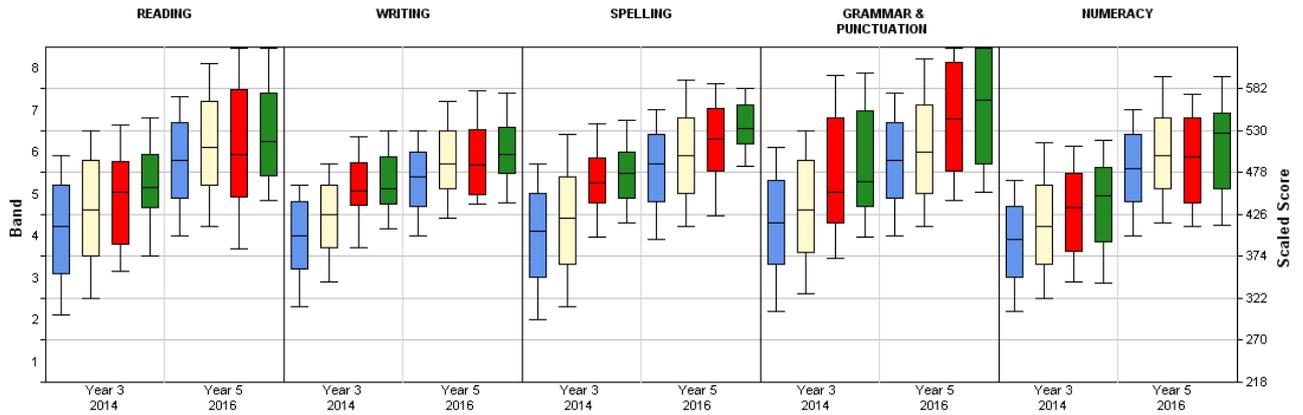
- The *school group* (all students in the school at the time of testing)
- The *matched school group* (only students who were present at the school for both the 2013 and the 2015 tests)

These data are longitudinal in nature and are useful for comparing the change in performance of the same groups of students between 2014 and 2016 (e.g. how the performance of Year 3 students in 2014 compares to their performance now they are in Year 5 in 2016). Alternatively, these data are useful for investigating the rate of progress of a group of students over time, relative to other students in the nation and state.

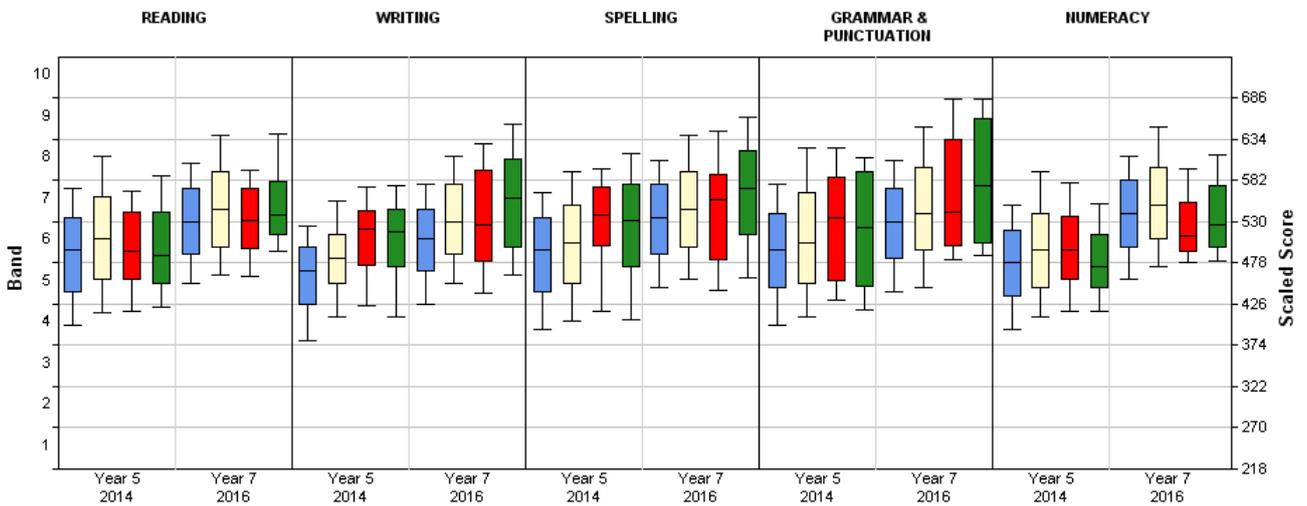
*Please note that although the genre varies over time, the narrative writing results from 2016 were successfully equated to the scale used for persuasive writing in 2011-2015. Direct comparisons can be made between any writing tests from 2011 onwards.*



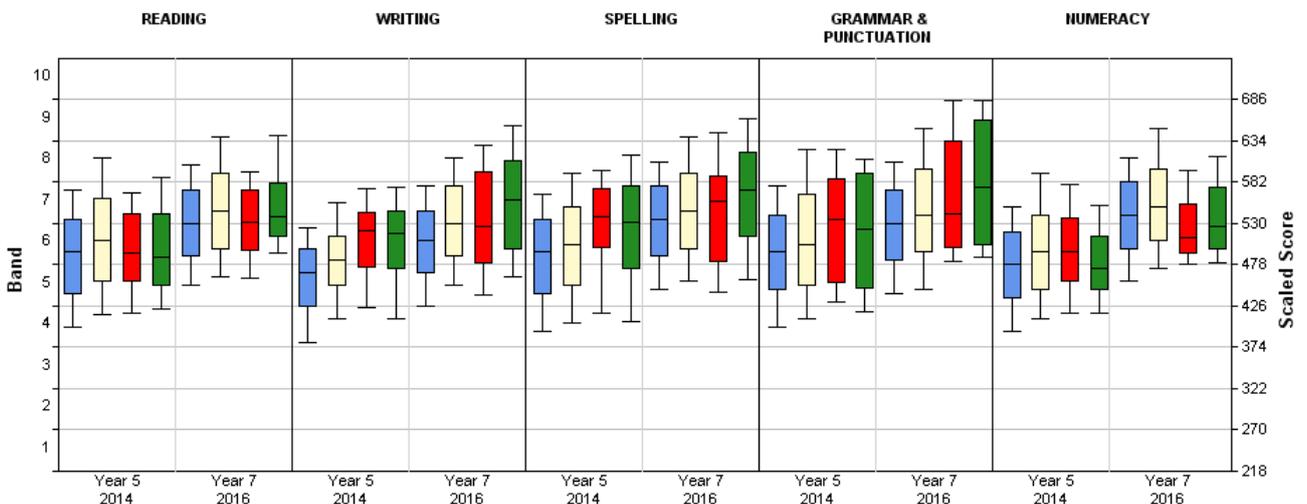
**Year 3 2014 to Year 5 2014: Gender: All, LBOTE: All, ATSI: All**



**Year 5 2014 to Year 7 2016: Gender: All, LBOTE: All, ATSI: All**



**Year 7 2014 to Year 9 2016: Gender: All, LBOTE: All, ATSI: All**



## Value Added Opportunities

At St John's College students were involved in a range of extra-curricular activities that provided opportunities for extension and enrichment. Examples of activities include:

- Buddy System for Foundation and Years 6's
- Pastoral Care Program within the House System
- School camps for Years 3 to 10
- Student Representative Councils
- Junior School and Senior School Leadership Program (Year 6)
- Orthodox Christian religious education program; participation in monthly divine liturgies; opportunities to consult the school chaplain and visiting guest speakers
- Cultural events and commemorations such as Greek National Day and ANZAC Day, March to the Shrine of Remembrance and also celebrations such as Mother's Day, Father's Day, Harmony Day, Grandparents' Day
- Artistic, cultural and historic exhibitions
- School musical and theatrical productions
- Premier's Reading Challenge
- Literacy and Numeracy Week
- Science and Maths Week
- Book Week
- Instrumental music program - Piano, Guitar and Bouzouki
- Interschool sport
- Sporting competitions and events such as the Greek Orthodox Archdiocese of Australia National Schools Event and the school Athletics Carnival
- Performances of our College folk dance groups at numerous community events
- Debating
- Various competitions as organised by the Greek Consulate/Education office; Pontos competition, and The Greek Film Festival competition
- Active After School Program
- After School Clubs – Homework, English, Maths, Dancing

## Parent, Student and Teacher Feedback

### Students

There has been a continued acknowledgement that the academic rigour has been raised and that teacher pedagogical techniques have improved over the short time. Student acknowledge an expectation of achievement in their studies and an understanding that they need to have ownership of their own learning. The relationships between staff and students are seen as positive and open, particularly in the upper year levels. They also consider St John's College to be a safe school and environment where they are encouraged to take considered risks.

Students have a clear understanding of behaviour management policies. The student body is more attuned to the ethos and expectations of the College. Being a smaller community, peer relationships are rated high, with most students knowing and looking after each other. The students perceived

that the Pastoral Care system and the teaching of Christian Orthodox Religious Education were both positive contributing factors.

## Staff

2016 saw the appointment of a new Principal, Mr Lance Ryan in Term 4, after the Co-principalship of the Heads of School during most of the year. With some of staff leaving the College during the year the opportunity for some long serving staff to mentor newer staff was taken up and professional networks of inquiry and practice were strengthened.

The year bought a fundamental focus upon professional learning and development for teaching staff with the work of Professor Patrick Griffin and Mr Michael Francis in regard to Assessment for Teaching. All teaching staff participated systemically and regularly, in a variety of forums and participatory workshops to explore, identify and enhance pedagogical improvements for enhanced student outcomes. This work continues.

Staff also attended Professional Learning and Development opportunities through a variety of providers, such as Independent School Victoria, individual subject associations, Department of Education and training and other private providers.

The end of 2016 also saw St John's College enter into the Enterprise Bargaining Process with the staff in order to improve pay and conditions.

## Parents

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

- School newsletters distributed every fortnight
- Progress reports sent to Senior College parents during Terms 1 and 3
- Parent/ Teacher/ Student Information Evenings held in Terms 1 and 3
- Information evenings throughout the year for various entry levels
- Interim, progress and formal reports distributed at the end of each term or semester
- ILP meetings

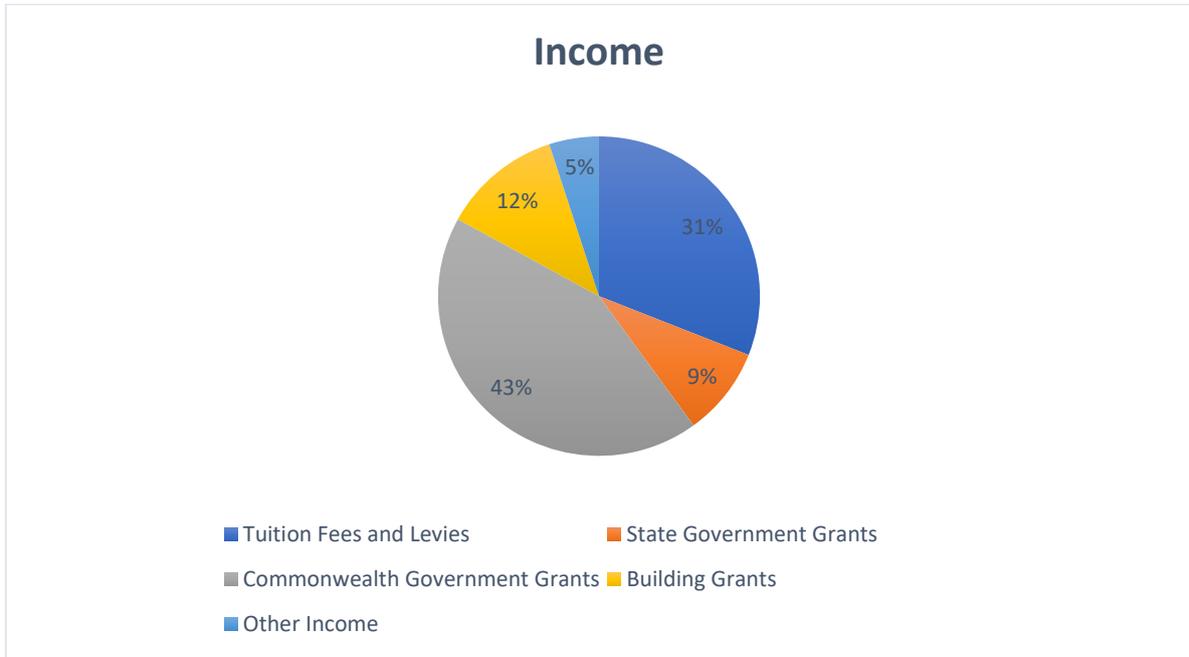
Our Parent's Association is very active and is involved in school events such as Mother's Day, Father's Day, Grandparents' Day, Annual Dinner Dance, Speech Night, Junior Presentation Evening and many other significant events.

The Parent's Association has given quality feedback to the College regarding various aspects of the College, ranging from infrastructure, quality of teaching and College values. Their input is welcome in moving the College ever forward

Parents have also been actively involved in assisting with excursions and as helpers in classrooms. Parent feedback indicates strong levels of parent satisfaction, in particular with the quality of teaching and parent involvement. They also acknowledged and support the ongoing focus of the religious and spiritual dimension of the College.

## Financial Performance

Income for the year ended 31 December 2016 was generated from the following sources. Tuition Fees and Levies 31%, State Government Grants 19%, Commonwealth Government Grants 43%, Building Grants 12% and from Other Sources 5%



Expenditure for the year ended 31 December 2016 was allocated as follows;  
Employee costs 66% and Operational expenditure 34%



## St John's College Staff

Staff Member	Position	Qualification	Institution
Lance Ryan (from term 4)	Principal	Bachelor of Social Science Bachelor of Arts (Hons) Graduate Diploma of Education	Australian Catholic University Monash University Australian Catholic University
Agatha Anamourlis	Head of Junior School	Diploma of Teaching (Primary) Graduate Diploma in Educational Studies Master of Leadership Policy and Change	Toorak University Philip Institute of Technology Monash University
John Savopoulos	Head of Senior School, VCE Coordinator, Head of English & Humanities, Head of Curriculum and Learning	Bachelor of Arts Graduate Diploma of Education Bachelor of Education	Footscray Institute of Technology Institute of Catholic Education University of Melbourne
Derek Sherwood	Head of Student and Staff Welfare, Head of Health and Physical Education	Bachelor of Applied Science (Physical Education)	RMIT University
Dino Andreou	Accounts Officer		
John Armenopoulos	Head of Science	Bachelor of Applied Chemistry Diploma of Education	Victoria University Hawthorn Institute of Education, Melbourne University Affiliate
Christine Athanasiou	Senior School Receptionist	Cert III in Business Administration Cert III in Hospitality	Diamond Valley Learning Centre William Angliss Institute
Olga Bitsas	English Teacher	Bachelor of Arts Diploma of Education	University of Melbourne University of Melbourne
Bei Chen	Chinese Teacher	Bachelor Degree of Arts  Graduate Certificate of LOTE Methodology	Shanghai Teacher's University (China) Monash University
Foteini Chochlaka	Music, Theatre and Dance Advisor	Diploma of Harmony	The New Conservatory of Thessaloniki
Konstantina Dimitriadis	EAL Teacher Aide	Bachelor of Arts Graduate Diploma in Education (Secondary)	La Trobe University La Trobe University
Ellie Doulgeris	Year 1 Teacher	Bachelor of Education	RMIT University, Brunswick
Joe Failla	Mathematics Teacher	Bachelor of Science Diploma of Education	Footscray Institute of Technology Australian Catholic University
Lisa Galanis	Junior School Receptionist and Accounts Payable		

Staff Member	Position	Qualification	Institution
Ourania Giannos	English and Religion Teacher	Bachelor of Arts Graduate Diploma in Education	University of Melbourne University of Melbourne
Carla Grbac	Art Teacher	Diploma in Visual Arts (Fine Art Photography) Bachelor of Visual Arts (Media Art) Graduate Diploma in Teaching (Secondary) Diploma of Studio Textiles & Design	NMIT RMIT University University of Melbourne RMIT University
Julie Hanos	Year 2 Teacher, Alumni Coordinator, Events Coordinator	Bachelor of Education Diploma in Teaching (Primary)	La Trobe University Phillip Institute of Technology
Jackie Hodgson	Health & PE Teacher	PGCE Secondary Physical Education Bachelor of Science in Sport Science (BSc) 2:1	University of Northumbria University of Sunderland
Roula Kordas	Prep Teacher	Diploma of Teaching (Primary)	Victoria University
Joanna Krikelis	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
Adam Lonie	Humanities Teacher, Careers Coordinator, VASS Coordinator, Daily Organiser	Bachelor of Arts Diploma of Education	La Trobe University La Trobe University
Akram Mikhail	Mathematics and Physics Teacher	Graduate Diploma of Education (Secondary)	RMIT University
Effie Mourtzios	Humanities and Business Management Teacher, Student Teachers Coordinator	Bachelor of Arts Diploma of Education	La Trobe University La Trobe University
Kleanthis Papadopoulos	Junior School Greek Teacher	Bachelor of Arts Graduate Diploma in Secondary Education Certificate IV in Training and Assessment	Monash University Victoria University Victoria University
Androulla Papakonstantinou	Greek and Religion Teacher, Greek Events Coordinator	Bachelor of Arts Diploma of Education	La Trobe University La Trobe University
Antoniette Pastorelli	English and Humanities Teacher	Bachelor of Arts Diploma of Education	La Trobe University Australian Catholic University

Staff Member	Position	Qualification	Institution
Tasos Petousis	Laboratory Technician	Diploma of Arts in Dramatic Art  Bachelor of Science (Biochemistry & Pharmacology)	Victorian College of the Arts/Melbourne University Monash University
Sarah Powell	Year 5 Teacher	Bachelor of Education (Primary)	Griffith University
Prodromos Salmanidis	Greek and Religion Teacher	Bachelor of Arts Diploma of Education Graduate Diploma in Computer Education	University of Rome Monash University University of Melbourne
Franziska Sarigianoglou	Food Technology & Psychology Teacher	Bachelor of Applied Science (Psychology) Graduate Diploma of Education (Secondary)	RMIT University  RMIT University
Niki Simos	Year 3 Teacher		
Trevor Snelling	Year 3 Teacher	Graduate Diploma Teaching (Primary) BA Hons English & Journalism	La Trobe University Staffordshire University
Michael Varkopoulos (from term 3)	Health & PE Teacher	Bachelor of Applied Sciences Post Graduate Diploma of Teaching	Victoria University
Lefterika Verghese	Biology & ICT Teacher	Bachelor in 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
Hari Vlahos	Special Needs Teacher, EAL Support	Bachelor of Education Diploma of Teaching Early Childhood	University of Melbourne University of Melbourne
Angelica Yianoulatos	Humanities Teacher	Bachelor of Arts Bachelor of Law/Bachelor of Arts Graduate Diploma in Education (Secondary)	La Trobe University La Trobe University  La Trobe University
Donald Walkley	Acting Principal		