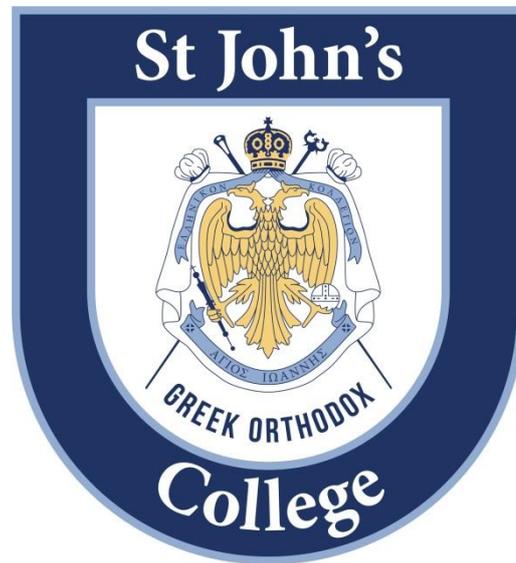


**St John's College**



## Principals' Report

The year of 2017 brought several changes to the College in the areas of education, facilities and personnel. In continuing to respond to the needs of a new generation of students and parents, it is great pleasure that I present our 201 Annual School Report for St John's College.

## Learning and Teaching

St John's College has worked exceptionally hard to establish a culture of high expectations focused on improving learning outcomes for all students across the College for a number of years. The importance of this has taken new root in 2017 with a variety of initiatives based around teacher development and student experience as the core foci.

### Teacher Development

The College continued with its engagement of Emeritus Professor Patrick Griffin from the University of Melbourne during 2017 where a continued focus upon *Assessment for Teaching* took place. All teaching staff have had systematic and in-depth learning opportunities regarding the targeted and rigorous assessment of each student in order to identify and target the skills and knowledge students are ready to learn and how this can be done. Teaching staff prepared and presented a series of programs and learning outcomes regarding Assessment for Teaching and have taken these understandings back into the classroom, where the real impact is to be had.

Professor Griffin's willingness to share his expertise as a world leader in education has enabled the College staff a wonderful opportunity to further consolidate the teaching strengths of the school and to assist teaching staff to build a collaborative and focussed approach to each student's learning.

### Student Offerings

As one of the many subject offerings and electives at the College, the beginning of 2017 saw an exciting initiative enacted in the area of Robotics, offered at Years 7 and 8 and as an elective in Year 9. In line with our new science facilities, the introduction of Robotics has offered our students the ability not only to learn 21st-century skills, which are useful for future employment but to develop critical and computational thinking skills as well as introduce programming in an engaging and enjoyable way. The kinaesthetic nature of the program has appealed to a different way of learning for many of our students.

With a focus on developing our students in the area of science, 2017 saw the introduction of a specialised science teacher to the Years 5 and 6, run in our purpose-built science laboratories. This initiative has been a great success with students' engagement and interest at very high levels. Academic outcomes are high and a love of science developing.

### Timetable

Based on research, consultation and observation, at the beginning of the year the whole College moved from a 7 learning session day to a 4 learning session day. This change has enabled more contact time with the teacher both inside each lesson and in total overall. Teachers are able to address individual needs in the class more readily and the work taken home by students is more pointed and productive. This change has meant there is less staff and student movement around the College between lessons and led to a calmer and more focused student and staff body.

## Staff Laptops

In 2017 the College saw the introduction of one-to-one staff laptops for the first time in its history. With excitement and some relief, teaching staff were able to readily access information, ideas, learning programs and the like, to better meet the needs of their students of the 21<sup>st</sup> century. The capacity to easily contact and communicate with parents and students has been of great assistance to many staff as well as plan and execute engaging lessons in an easier way.

## Infrastructure

During 2017 the College invested heavily in updating its information and communication infrastructure. With a decisive move to futureproof the ICT outlook for the College, a completely renewed and state of the art Wi-Fi network was put in place as well as the latest cloud-based technologies to service the needs the College now and well into the future. In addition, the College adopted a variety of student and learning management systems to bring our daily operations up to date.

## VCE 2017

In 2017 the students of the College again received good Victorian Certificate of Education Results:

- 100% of our students received their VCE certificate
- 8% of students achieved an ATAR score above 85
- 31% scored above 5
- The Dux of the College achieved a score of 86.5

Average ATAR score decreased upon 2016 results. Students achieved perfect results in Greek, and excellent in English and Further Mathematics.

## Aspire Program at Latrobe University

In 2017 the College had one successful Candidate 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 specialized online Aspire support.

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

St John's College continued its participation in the Debaters Association of Victoria (DAV) 2017 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 Tuesday 25 April several 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 Wednesday 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 for us to enjoy our freedom. Our College Captain then read the commemorative address and the Ode.

### **Easter Afternoon Tea Celebration**

The annual Easter Afternoon Tea celebration was again held this year and Their Grace's, Bishop Ezekiel, Bishop Iakovos, 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.

## eSmart School

St John's College continues with its registration as an eSmart School under the auspices of the Allanah 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

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

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

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 a 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.

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 2017)

**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: 47
- Percentage of Female Staff Members: 70%
- Percentage of Male Staff Members: 30%
- Percentage of Staff Members from a Greek Background: 51%
- Percentage of Staff Members from a non-Greek Background: 49%
- There were no staff members from an Aboriginal or Torres Strait Islander Background.
- Number of Teaching staff is 31 = FTE 19
- Number of Supporting staff is 16 = FTE 8

## Staff Attendance

The average attendance rate for staff during 2017 was 91%.

## Staff Retention

The proportion of teaching staff retained from 2017 to 2018 was 87%.

## 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 2017. 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 continued engagement of Emeritus Professor Patrick Griffin from the University of Melbourne. Assessment for Teaching has had a great focus. With the need to obtain quality data and information from appropriate and rigorous assessment, teachers are able to monitor student learning and engage with relevant learning opportunities enabling greater engagement leading to growth and achievement across the learning areas.

The work done with Professor Griffin's 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 results. In addition to this the College has also focused upon a number of other strategies to support students.

### **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

### **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	89%
1	92%
2	89%
3	86%
4	86%
5	89%
6	91%
7	91%
8	80%
9	78%
10	90%
11	79%
12	87%

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>	11%	15%
<b>Non-EAL Students</b>	89%	85%

#### Gender across Junior and Senior College

	Male	Female
<b>Junior College</b>	44%	56%
<b>Senior College</b>	52%	48%

## VCE RESULTS

The 2017 Year saw staff continue with strategies and experience in the implementation of the previous 'Three Year Strategic Directions' program, designed to improve VCE results. The cornerstones of this program included:

### Teachers

- 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 continues to be 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 has improved
- 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)

These achievements reflect the diligence and dedication of teachers, students and parents to embrace change and the commitment made by the College to improve outcomes for students.

### Student Outcomes

In 2017, 15 students completed their VCE and 11 of the 15 students sat for final examinations and requested an ATAR score.

The highest ATAR result for 2016 was 86.5

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%
<b>2017</b>	35%	77

### 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 2013 Graduates	Percentage of 2014 Graduates	Percentage of 2015 Graduates	Percentage of 2016 Graduates	Percentage of 2017 Graduates
University offers	76	62	100	78.5	80
TAFE/VET offers	24	38	0	21.5	20
Any Tertiary offer	100	100	100	100	100
University enrolled	62	52	90	78.5	80
TAFE/VET enrolled	33	44	0	21.5	20
Apprentice/Trainee	0	0	1	0	0
Employed	0	1	1	1	0
Deferred	0	1	0	0	0

## NAPLAN

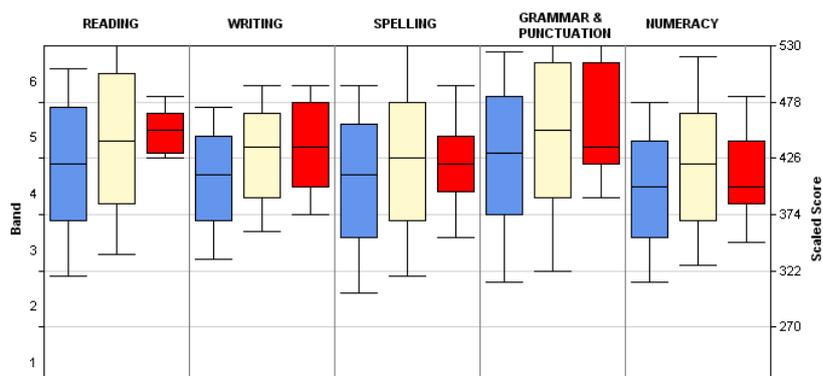
NAPLAN data is a useful indicator of a school's performance on benchmarked measures at a moment in time.

## 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.



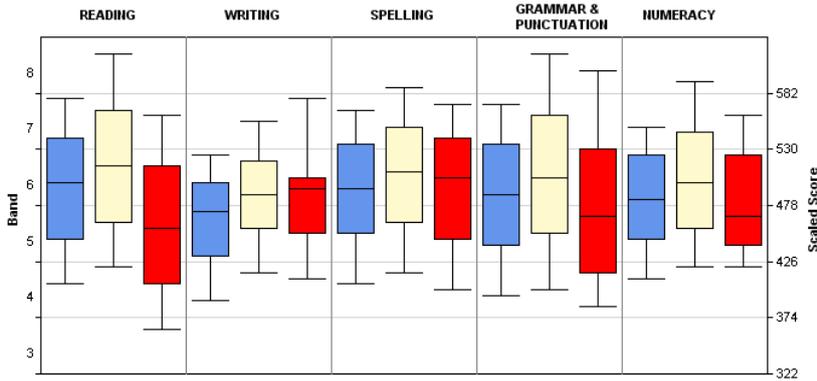
## Year 3 - Gender: All, LBOTE: All, ATSI: All



**Year 3 review:**

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

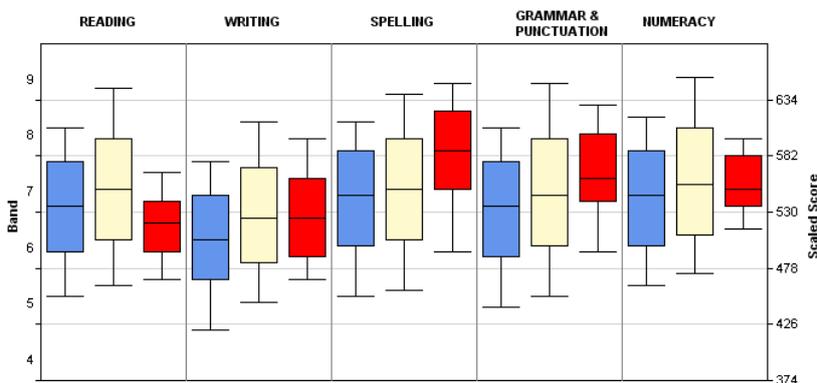
**Year 5 - Gender: All, LBOTE: All, ATSI: All**



**Year 5 review:**

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

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

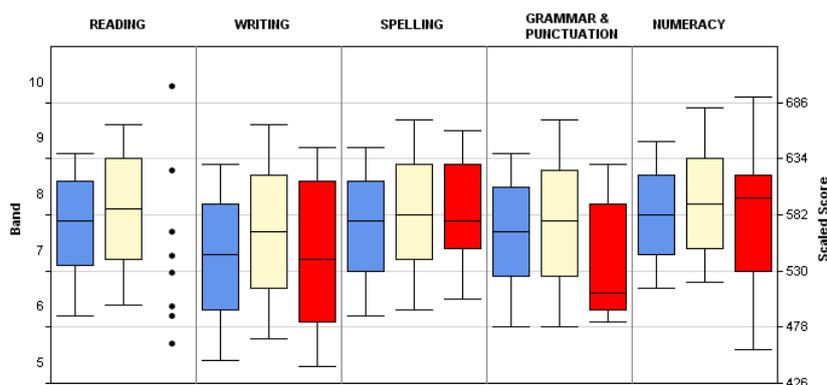


**Year 7 review:**

- Reading – *below* National, *below* State average
- Writing - *above* National average, *equal to* State average
- Spelling - *above* National, *above* State average

- Grammar & Punctuation - *above* National, *above* State average
- Numeracy - *above* National, *below* State average

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



### Year 9 review:

- Reading – not available
- Writing - *below* National average, *below* State average
- Spelling - *above* National, *below* State average
- Grammar & Punctuation – *below* National, *below* State average
- Numeracy - *above* National, *above* 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 2015 and 2017 results for students who undertook the 2015 and 2017 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:

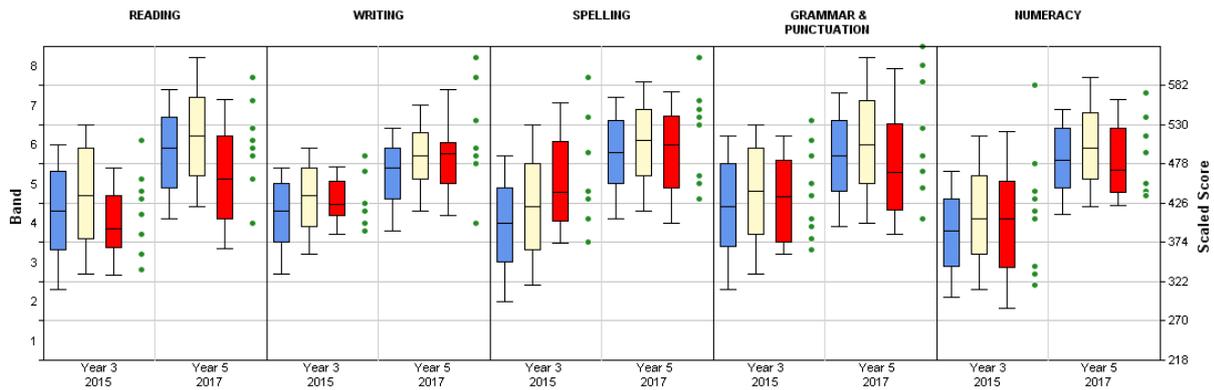
- The *school group* (all students in the school at the time of testing)
- The *matched school group* (only students who were present at the school for both the 2013 and the 2015 tests)

These data are longitudinal in nature and are useful for comparing the change in performance of the same groups of students between 2015 and 2017 (e.g. how the performance of Year 3 students in 2015 compares to their performance now they are in Year 5 in 2017). 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.

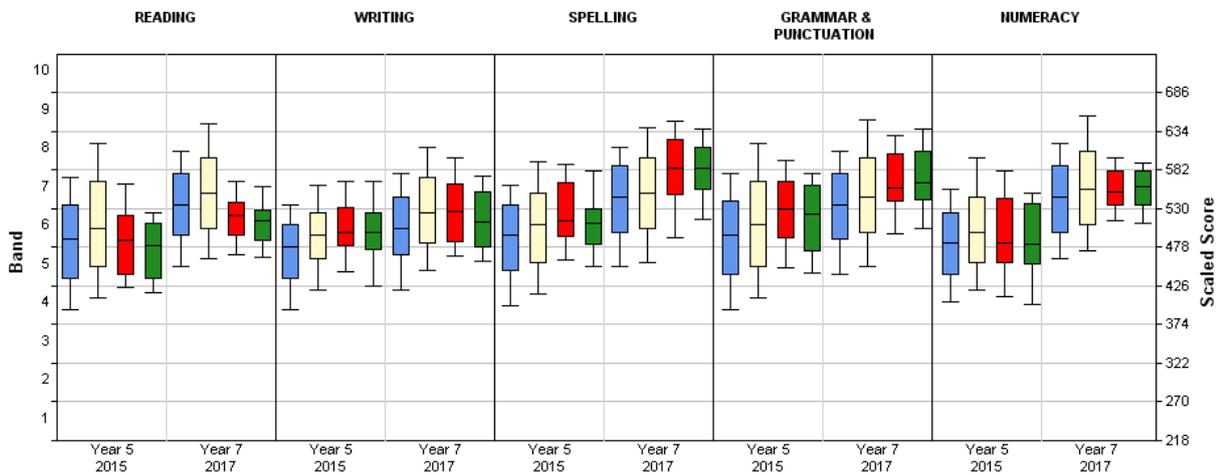
Please note that although the writing genre varies over time, results have been successfully equated so that direct comparisons can be made between any writing tests from 2011 onwards.



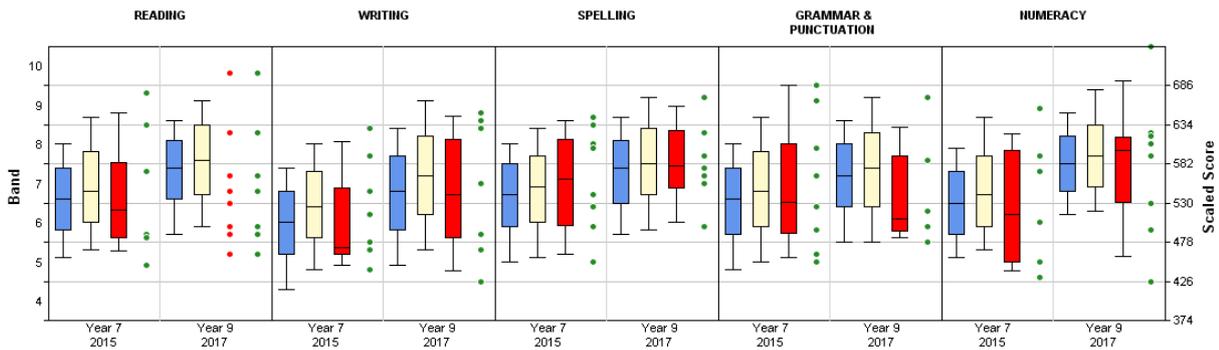
**Year 3 2015 to Year 5 2017: Gender: All, LBOTE: All, ATSI: All**



**Year 5 2015 to Year 7 2017: Gender: All, LBOTE: All, ATSI: All**



**Year 7 2015 to Year 9 2017: 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
- House System and activities
- Pastoral Care Program within the House System
- School camps for Years 3 to 19
- Student Representative Councils
- Junior School and Senior School Leadership Program
- 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 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, Drums
- Interschool sport Yr.'s 5-10
- 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

The first full year with a new Principal, Mr Lance Ryan has seen an Enterprise Bargaining Agreement for Teachers settled and the General staff in continued negotiations. Some members of staff took the opportunity of Long Service Leave during the year and new staff to the College were mentored by experienced and caring teachers. Professional networks of inquiry and practice have been encouraged and were strengthened.

The year continued to 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. Again, 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.

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.

During this year the College added 3 members of staff to the administration team, a receptionist for Junior School, a new librarian and a Family Finance Officer

## 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:

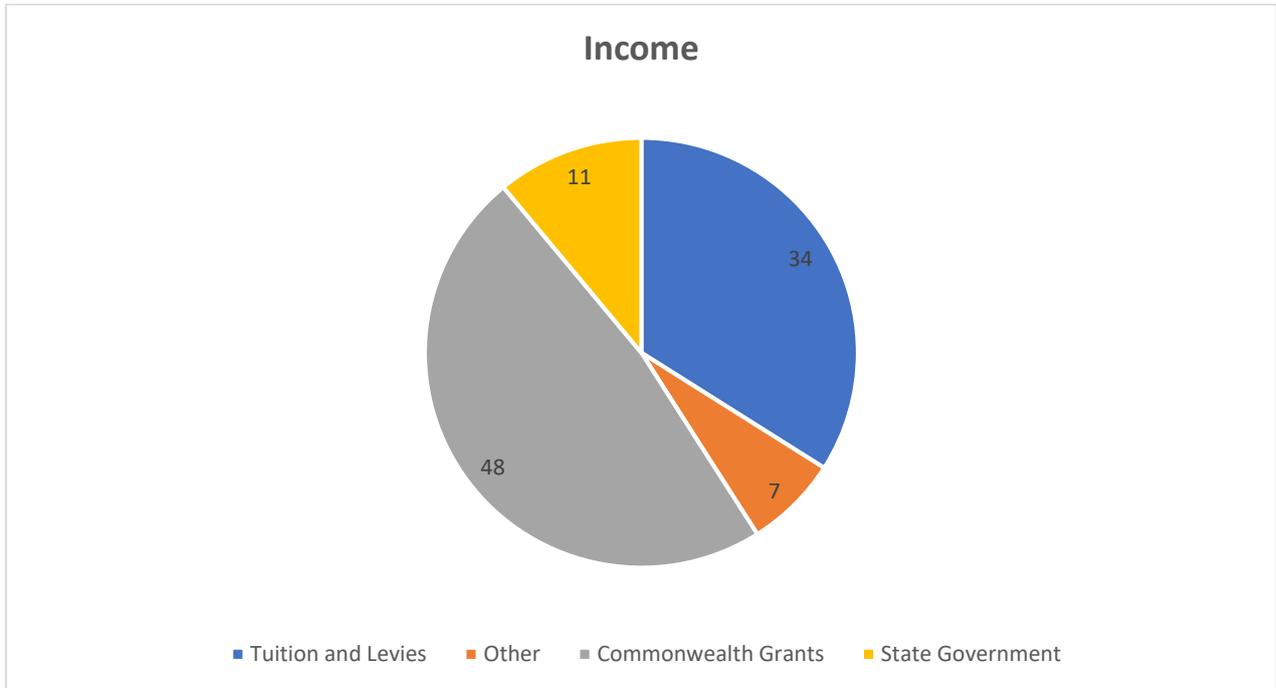
- School newsletter; *The Forerunner* is distributed every fortnight
- Progress reports sent to Senior College parents during Terms 1 and 3
- Parent/ Teacher/ Student Information Evenings held in Terms 1 and 3
- Information evenings throughout the year for various entry levels
- Interim, progress and 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.

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 2017 was generated from the following sources. Tuition Fees and Levies 34%, State Government Grants 11%, Commonwealth Government Grants 48%, and from Other Sources 7%



Expenditure for the year ended 31 December 2017 was allocated as follows;  
Employee costs 62% and Operational expenditure 38%



## St John's College Staff

Staff Member	Position	Qualification	Institution
Lance Ryan	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, Head of Religion	Diploma of Teaching (Primary)  Graduate Diploma in Educational Studies  Master of Leadership Policy and Change	Toorak University  Philip Institute of Technology  Monash University
Derek Sherwood	Head of Middle School, Head of Health and Physical Education, P.E Teacher	Bachelor of Applied Science (Physical Education)	RMIT University
John Savopoulos	Head of Senior School, VCE Coordinator, History & Humanities Teacher	Bachelor of Arts  Graduate Diploma of Education  Bachelor of Education	Footscray Institute of Technology  Institute of Catholic Education  University of Melbourne
Jenny Pettenon	Head of People & Culture	Bachelor of Applied Science  Graduate Diploma in Environmental Science  Cert IV in Workplace Training and Assessment	The University of Melbourne  Monash University  The University of Melbourne
Dino Andreou	Accounts Officer		
John Armenopoulos	Head of Science, Chemistry & Science Teacher	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
Megan Bailey	Director of Learning Resource Centre		
Lian Battle	Art Teacher		
Olga Bitsas	English Teacher	Bachelor of Arts Diploma of Education	University of Melbourne University of Melbourne
Foteini Chochlaka	Music Teacher	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 & Science Teacher	Bachelor of Science Diploma of Education	Footscray Institute of Technology Australian Catholic University
Neil Fernandes	Robotics & Religion Teacher		
Lisa Galanis	Junior School Receptionist & Accounts Payable EA to Principal		
Ourania Giannos	English Teacher	Bachelor of Arts	University of Melbourne

		Graduate Diploma in Education	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
Jackie Hodgson	Health & PE Teacher	PGCE Secondary Physical Education Bachelor of Science in Sport Science (BSc) 2:1	University of Northumbria University of Sunderland
Toni Kanatas (From November)	Junior School Receptionist	Cert III Customer Contact	
Roula Kordas	Year 3 Teacher	Diploma of Teaching (Primary)	Victoria University
Ivanka Krajinovic	Year 6 Teacher		
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
Angelica Loizou	Humanities Teacher	Diploma of Education (Secondary) Bachelor of Laws / Bachelor of Arts	La Trobe University La Trobe University

Adam Lonie	Humanities, Legal Studies, Civics & Citizenship Teacher, Careers Coordinator, VASS Coordinator	Bachelor of Arts Diploma of Education	La Trobe University La Trobe University
Alana McKenzie	Family Finance Officer & Enrolments Officer		
Akram Mikhail	Mathematics & Physics Teacher	Graduate Diploma of Education (Secondary)	RMIT University
Effie Mourtzios	Humanities & Business Management Teacher, Student Teachers Coordinator	Bachelor of Arts Diploma of Education	La Trobe University La Trobe University
Lazarela Ninkovic	Year 6 Teacher		
Kleanthis Papadopoulos	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 & Religion Teacher, Greek Events Coordinator	Bachelor of Arts Diploma of Education	La Trobe University La Trobe University
Antoniette Pastorelli	English Teacher	Bachelor of Arts Diploma of Education	La Trobe University Australian Catholic University
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
Franziska Sarigianoglou	Food Technology & Psychology Teacher	Bachelor of Applied Science (Psychology) Graduate Diploma of Education (Secondary)	RMIT University RMIT University
Maria Stefanidis	Foundation Teacher	Bachelor of Arts (Social Science) Bachelor of Social work	RMIT University La Trobe University
Danielle Triantafillou	Marketing & PR Officer		
Michael Varkopoulos	Health & PE Teacher	Bachelor of Applied Sciences Post Graduate Diploma of Teaching	Victoria University
Lefterika Verghese	Biology & ICT Teacher	Bachelor of Science Diploma in Education Advance Diploma in Information Technology Graduate Diploma in Technology Information	Monash University University of Melbourne Hales College Melbourne University of Melbourne
Hari Vlahos	Special Needs Teacher, EAL Support	Bachelor of Education Diploma of Teaching Early Childhood	University of Melbourne University of Melbourne

**NB: this list excludes maintenance & canteen staff.**

