

St Jude the Apostle School Scoresby

2021 Annual Report to the School Community



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Minimum Standards Attestation

I, Tim McMullen, attest that St Jude the Apostle School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

07/03/2022

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

At St Jude's we strive to provide excellent opportunities for our students to grow Spiritually, Academically, Emotionally, Physically and Socially.

We endeavour to live out our Catholic faith based on the teachings of Jesus Christ. We strive to provide a learning environment where all children are encouraged to develop as independent, critical, reflective lifelong learners, as members of local and global communities.

School Overview

St Jude the Apostle Primary is part of the Archdiocese of Melbourne; we are blessed to have a vibrant community at St. Jude's.

The first Catholic School in Scoresby, known as Christ the Priest, was opened on 1 February 1972. The first principal was Mr Michael Crilly. In January 1974, Father Noel Mackay was appointed Parish Priest of Scoresby. The Parish and School were renamed in honour of St Jude. The school grew in numbers year by year as more and more families settled in this new, fast-growing, residential area. The school developed from a one-stream to a three-stream school and when St Jude's could no longer cope with the needs for education in this developing area, a school was built at Rowville - St Simon's (1982) - and later at Wantirna South - Holy Trinity (1985). The principals who have served St Jude's over the years are: Michael Crilly, Maureen Connolly and Pauline Williams. In 1983 the Salesian Sisters were invited to take over the administration of St Jude's School when Sr Kathleen Hanna was appointed Principal. Since then Sr Carmel Krohn, Sr Helen McMahon, Sr Sarah Hanley and Sr Margaret Bentley have spent time as Principal of St Jude's. Rod Peterson served as Principal from 2004-2016. Fr. John Hannon served the community as Parish Priest 2015-17, with Fr. Longinus Onyechesi being the Parish Administrator 2018-2019. Tim McMullen joined the school as Principal in 2016. Father Mark Reynolds became Parish Priest in 2020.

When we accept your child at St Jude's we become partners with you in your child's education, sharing responsibility for their growth and development spiritually, academically, socially and emotionally. We understand that each child is unique and special and we encourage them to develop their gifts and to share them with the school community.

Quality education is naturally a high priority at St. Jude's. Developing sound academic skills in Numeracy, Literacy, Science, Thinking, and Communicating are essential cornerstones of our program. We also strongly emphasise the development of positive Personal and Social skills to assist children in the enjoyment of a happy a fulfilled life. We enjoy a full and robust curriculum, which includes the Arts, Health/PE, Italian and Humanities.

The St Jude's School motto is "SERVE THE LORD WITH JOY". We often couple this with the statement 'BE YOUR BEST SELF'. May your years of involvement and association with St Jude's School enable you and your family to live this motto now and into the future. All families are welcome.

Principal's Report

St. Jude's Primary School is an educational environment where learners can flourish. Student needs are at the centre of decision-making and subsequently we have students who simply love coming to school. We respect the dignity of each person and seek to develop his or her talents. Each of us has terrific gifts to share and in turn areas in which to grow. Our staff are committed to caring for every child and challenging them in their learning.

Understanding me, as a Principal - my vision for our school.

- I believe in developing children with a strong sense of self-worth, with a clear focus on helping them understanding their gifts and look with enthusiasm towards being challenged
- I believe in the need to foster strong partnerships between everyone involved in the life of the child, together we can do amazing things; efficient communication and a spirit of goodwill are essential in this endeavour
- My vision for our school starts with making space for God in our lives, the space for something much bigger than ourselves, the nurturing of a sense of wonder
- The vision is lived out by helping staff to excel, supporting them to deeply care about their work and the outcomes of their work is core business
- Small positive actions matter every day - a welcoming smile, an understanding nod, a listening ear, a word of encouragement
- I want to surrounded children by people who can rediscover with them the joy, excitement and mystery of the world in which we live each day
- We will focus on fundamental skills that all learners need to be developed, in order to enable each child to become independent themselves in their learning
- Every child needs a champion who believes in them, that is you and I, when we have someone who believes in us we can truly shine.

Each day we seek to partner each other with dignity and create conditions where each person can flourish - we seek to truly 'Serve the Lord with Joy'.

In 2021 we successfully supported families with remote learning throughout the period of restrictions in Melbourne. Whilst this was a challenging time for many, we were well placed to support families with access to support agencies in the Knox community. We had strong academic growth for students who engaged in our online learning platforms and appropriately accommodated the learning of children who were onsite. We look forward to hopefully having all of our typical school events and activities in 2022, we are blessed to have parents back onsite and engaging again in our programs.

Tim McMullen

Education in Faith

Goals & Intended Outcomes

Goal: To strengthen Catholic Identity and faith-based learning of the school community.

Intended Outcome: That students, staff, parish and community are able to integrate, transfer and practise their knowledge and understanding of the faith tradition in their own lives.

Achievements

Staff formation continues to be an ongoing focus. The school has continued to focus on embedding The Catholic Social Teachings of Preferential Option for the Poor, Dignity of the Human Person, Stewardship, Subsidiarity and Participation, The Common Good and Solidarity into all aspects of the curriculum.

The liturgical life of the school is a great strength and one valued by all in the community. Class Masses and prayer services in the Church continue to be an important vehicle for the coming together of people to encounter God. Many Masses such as the Beginning of the Year Mass have included our sister schools Holy Trinity and St Mary's.

The Religious Education components of 'Education in Faith' are supported by a variety of sources including Horizons of Hope, To Know Worship and Love, Caritas' Catholic Social Teaching and the Religious Education Curriculum Framework, allowing for quality assessment items to be reported to families.

Evidence of a hope filled community permeates all celebrations in the school - we seek to welcome diversity and foster new relationships. We continue to grow our relationship between the school and organisations such as St Vincent De Paul and Have a ball foundation.

VALUE ADDED

- School Based Lenten and Advent Prayer Services
- Parish Focus Masses, Class Masses and Prayer Services
- Anzac Day and Remembrance Day Commemorations
- Sacramental programs

Learning & Teaching

Goals & Intended Outcomes

Goal: To develop a culture of continuous shared learning underpinned by contemporary pedagogy.

Intended Outcome: That students are engaged in powerful, meaningful and relevant learning in all learning areas.

Achievements

The teaching staff have continued to develop and refine our student focused strategy regarding curriculum design, paying particular attention to the growth of each student regardless of where they are on the learning continuum. The school is committed to streamline pedagogical practices and made strong progress in the areas of literacy and numeracy instruction. The school has made a significant investment into resources that will enable teachers to reach consistency in reading and this has been a large focus. There has been a greater emphasis on data driven practice, which has allowed for teachers to identify students requiring extension or intervention. The school has implemented the Learning Extension and Achievement Program (LEAP). Within this program a teacher works with a small group of students based on a similar need and completes a 5 or 10 week cycle of intervention or extension.

STUDENT LEARNING OUTCOMES

Student learning outcomes have been consistent at St. Jude's over the last 5 years. The following questions drive improvement in the area of student learning outcomes:

1. What is it that we want our children to learn?
2. How will we know that each child has learnt it?
3. How will we respond when some students do not learn it?
4. How can we enrich the learning for students who have learnt it?

These questions are used at weekly leadership team meetings and fortnightly teaching and learning meetings. Data analysis and discussions from these meetings inform the LEAP initiative and classroom extension/intervention programs. There is a strong partnership with families where goals and strategies are shared, signed off and reviewed each term.

Our 3 year data trends indicate the following:

- Most students consistently meeting the expected minimum standard in literacy: reading, writing, spelling, grammar and punctuation
- All students meeting the expected minimum standard in numeracy
- Solid growth in student gain data, that is the comparative growth for a cohort of students when measured in Year 3 and then again in Year 5.

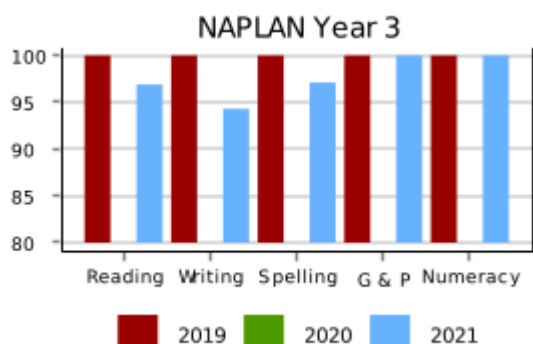
Above state mean for NAPLAN results in both Year 3 and Year 5.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	96.9	-
YR 03 Spelling	100.0	-	-	97.1	-
YR 03 Writing	100.0	-	-	94.3	-
YR 05 Grammar & Punctuation	100.0	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	95.5	-	-	100.0	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Goal: To provide effective learning environments that supports the wellbeing and holistic development of all students in a reciprocal partnership with families.

Intended Outcome: That students feel safe, valued, confident and connected to our school community.

Achievements

Student wellbeing is at the forefront of our school. The leadership team have placed a great emphasis on student wellbeing as critical to each child in our care. This is evident in each staff member completing the 4-day Berry Street Education model training and a school wide plan in place to teach age appropriate strategies. Staff have continued to develop their professional knowledge in this area by creating a scope and sequence for students learning.

We have continued to develop our Positive Behaviour for Learning (PBL) program. PBL encourages positive behaviour from students, which has been shown to improve their self-concept and motivation to learn. The success of this program is evident in the staff and student's language around behaviour at school.

Learning Diversity and the three tiers of intervention are now embedded in the school practice. The focus of student needs and 12 months growth for all students is becoming a central focus for all teachers.

VALUE ADDED

We continue to be engaged in a number of Student Wellbeing initiative

- The Berry Street Education Model
- Resilience Project
- Positive Behaviour for Learning in Schools
- Rights, Resilience and Respectful Relationships Curriculum
- Learning Diversity intervention and extension

Teachers completed the Pearson USER-B training in order to be able to use Tier 2 assessments for student needs.

Introduction of Case Management meetings to allow staff to help build greater understanding around student need.

STUDENT SATISFACTION

Local formal and informal processes were used to receive feedback on the school year, including the survey from Catholic Education Melbourne, parent focus groups and consultation through the School Advisory Council. Strong positive feedback was provided regarding learning practices, particularly the communication from the school, support of staff and effort to ensure that learning was adapted to suit student needs and development. Areas for improvement were varied, with a focus on improving student schooling experiences, supportive leadership structures and home school communication. The staff are very professional and regularly speak to families, adjusting expectations and supports where needed. The school employed additional staff to support families who were unable to directly support student learning at home and our Learning Extension and Achievement Program was expanded to support children with additional needs. Student feedback indicated a positive response to learning at home, the only negative reports were about missing friends and school events which is to be expected.

STUDENT ATTENDANCE

All parents inform the school via the Skoolbag app if the child is to be absent from school. The reason for the absence is recorded and if a doctor's certificate is to be provided or not. A copy of this notification is sent to the administration team, including the Principal, where by daily attendance can be monitored. The marking of the roll in classrooms is completed daily in the am and pm. In the instance of three consecutive days absence the classroom teacher contacts the parent for further information, where required this process is supported by the Student Wellbeing Leader and Deputy Principal. Parents receive SMS notification each day there is an unexplained absence.

Extended absence must be communicated in writing to the Principal. All absences due to out of school activities, such as sport or modelling, must also be communicated in writing to the Principal. The Principal meets with families when extended absences are unexplained and where needed coordinates supports with Child First.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	92.6%
Y02	91.8%
Y03	93.3%
Y04	93.9%
Y05	88.6%
Y06	87.5%
Overall average attendance	91.3%

Child Safe Standards

Goals & Intended Outcomes

Goal: To establish a school wide culture of child safety, where all people understand and promote child safe practices.

Intended Outcome: That St. Jude the Apostle school strongly advocates for the community acceptance of effective child safety strategies and implements best practice initiatives and processes to protect children from harm.

Achievements

Actions regarding standards

- Standard 1 - strategies to embed an organisational culture of child safety, including through effective leadership arrangements. Continued to strengthen the Child Safe role, in the context of the Student Wellbeing Leader position, and emphasis in all leadership positions of the need to be leading in child safety. Establishing a culture where all staff are leaders of child safety, improving the place of child safety in professional communication -now included in all meetings, the prioritising of child safety in professional learning.
- Standard 2 - a child safe policy or statement of commitment to child safety. The Child Safe Policy continues to be circulated in the leadership team, staff and School Advisory Council. A student friendly version was also created in child friendly language
- Standard 3 - a code of conduct that establishes clear expectations for appropriate behaviour with children. The Code of Conduct is reviewed regularly in consultation with staff, specific time is given to the examples of 'do' and 'do not'. It has been shared with the community and is present when visitors sign in.
- Standard 4 - screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel. Guidelines for Standard 4 from CECV were reviewed by the Principal and Deputy Principal and new processes adopted, in line with recommendations particularly for the employment of staff. In addition, all current staff provide a letter of disclosure annually to the Principal regarding relationships/interactions with children/families outside of school hours; where required follow up meetings take place to clarify and review the expectations of the Child Safe policy. Our form for volunteers has been updated; the template is compliant with recommendations for the engagement of volunteers.
- Standard 5 - processes for responding to and reporting suspected child abuse. These practices have been strengthened in regards to school processes. School Leaders are engaging with the PROTECT resources and ongoing professional learning is available to staff.

- Standard 6 - strategies to identify and reduce or remove risks of child abuse. A processes of 'risk assessment' has been introduced and actions taken including: reducing the access of adults who are not staff to school buildings during school time, limiting the engagement of parents on school camp, improved processes for visitors and volunteers.

- Standard 7 - strategies to promote the participation and empowerment of children. In complying with the child safe standards organisations must include the following principles as part of each standard:
 - promoting the cultural safety of Aboriginal children
 - promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds
 - promoting the safety of children with a disability.

Ongoing professional learning in this area, the identification of children at risk, the implementation of school wide student leadership and research by the leadership team into best practice in the empowerment of children.

Leadership & Management

Goals & Intended Outcomes

Goal: To develop and sustain a professional learning culture within our Catholic context.

Intended Outcome: That staff feel valued and professionally respected as a consequence of their contribution to improving student outcomes. That staff are empowered through the collaborative decision making processes of the school.

Achievements

The leadership team has continued with the following structure

- Principal Tim McMullen
- Religious Education/Student Diversity Leader/Deputy Principal: Becky Breen
- Teaching and Learning Leadership is shared across the Level Leader Roles
- E Learning Leader/ Senior Level leader: Daniel Pitruzzello
- Middle level leader: Melanie Ellem
- Junior level leader: Sandra Cultrera

The leadership team worked closely with the National School Improvement Tool and the 9 domains in evaluating our current teaching and learning processes and areas for improvement going forward - this has significantly informed our School Improvement Plan.

The school has committed to working closely on the following goals: Ensuring every student has a years worth of growth for a years worth of learning; to establish a learning framework driven by effective pedagogical practice; to develop a culture in staff groups that enables continuous professional development.

The leadership team identified Coaching as being an important part of their leadership role and each member completed the Monash Coaching course.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Professional Learning is an important aspect for all staff at St Jude's School. All staff have customised individualised learning plans for their professional learning and this is reviewed in August

Below is list of some professional learning activities and experiences staff at St Jude's have engaged with:

- Religious Education Leaders Conference and Networks
- Teaching and Learning Networks
- Student Wellbeing Networks
- Occupational Health and Safety Training

- Principal and Deputy Principals' Network Meetings and Conferences
- Integrated Catholic Online Network (ICON)
- First Aide, CPR and Anaphylaxis accreditation and training
- Dynamiq Emergency Management Training and Drill Evaluations
- Berry Street Educational Model training
- USER-B training
- Kimochi's training
- Dyslexic training
- Martial arts therapy
- NCCD training
- NForma training
- Coaching Course for Leadership team, Monas University
- Pearson Literacy conference
- Certificate IV for learning assistants

Number of teachers who participated in PL in 2021	28
Average expenditure per teacher for PL	\$1100

TEACHER SATISFACTION

Trends in feedback from Staff over the last three years include:

- Positive responses to managing student safety and confidence in related protocols and procedures
- A strong feeling of being supported by each other and often by school leadership
- Regular direction and leadership from school leaders in regards to teaching practice and school policies
- A keen engagement in ongoing professional learning and personal development
- Reasonable levels of engagement from peers in regards to collaboration around school improvement strategies and teamwork
- A well balanced approach to professional expectations and staff wellbeing
- The opportunity to provide feedback and engage in consultation is positive, with work load and meeting structures being a regular focus of conversation - flexibility is provided throughout the year to support staff.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.6%

ALL STAFF RETENTION RATE	
Staff Retention Rate	85.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	14.3%
Graduate	4.8%
Graduate Certificate	9.5%
Bachelor Degree	90.5%
Advanced Diploma	14.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	24.0
Teaching Staff (FTE)	20.1
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	5.7
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal: To strengthen the links between the school, parents, parish and the world beyond.

Intended Outcome: That parents will be active partners in the education of their children by focusing on building community engagement.

Achievements

- The Parents Association is exceptionally well led and engaged in social/fundraising in the community.
- There is a growing focus on enabling more effective avenues for parent engagement across a number of areas, including Learning and Teaching such as our school expo nights and focus groups
- The School Advisory Council continues to meet and set objectives for the future of the school
- Members of our school community are invited regularly to engage in focus groups, in order to provide feedback and share perspectives regarding engagement of families in schooling.

PARENT SATISFACTION

Trends in collected data and focus groups indicate:

- A positive level of family engagement, improvements in this area can always be made to ensure that all families engage in community events and key school activities, such as parent teacher interviews and student learning expos
- Few barriers to engagement exist, the communication from school is regular and appropriate, staff are open and engaging of parents
- The school ensures a diverse range of experiences for student interest, including extra curricular activities and supports
- A positive school climate is a feature of the school community, parents are regularly seen engaging in learning experience, school activities and events
- The school has a strong commitment to support families with 'Learning At Home' vs traditional homework, this is well received by some families but not all
- Parents feel that the school provides a safe and positive environment for students, the site security and our positive behaviours for learning approach are highly valued.