

St Jude the Apostle School Scoresby

2022 Annual Report to the School Community



Registered School Number: 1697

Table of Contents

Contact Details	2
Minimum Standards Attestation	2
Governing Authority Report	3
Vision and Mission	4
School Overview	5
Principal's Report	6
Catholic Identity and Mission	7
Learning and Teaching	8
Student Wellbeing	10
Child Safe Standards	12
Leadership	16
Community Engagement	19

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E NUMBER	E1277

Minimum Standards Attestation

I, Timothy 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

01/03/2023

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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - “Forming lives of faith, hope and love in the light of Jesus Christ” - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, “Every student is inspired and enabled to flourish and enrich the world”, and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne’s north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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, and 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'.

Tim McMullen

Catholic Identity and Mission

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 and encourage our staff and students to recognise these teachings in their own daily life.

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, Fire Carriers 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
- Mini Vinnie leaders work with St Vincent De Paul

Learning and 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 progress in the areas of literacy and numeracy instruction. The school has made a significant investment into the professional development of teachers focusing on numeracy. Improving lesson design and outcomes for students has been a core 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 continues to implement 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 2021 and 2022 NAPLAN data indicates the following

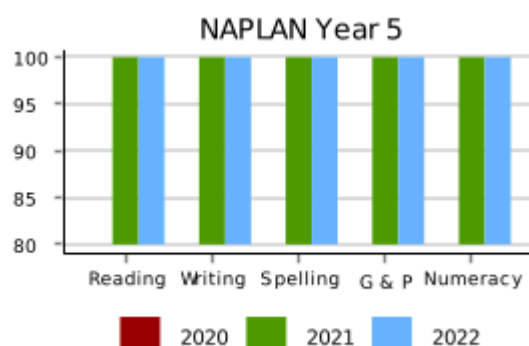
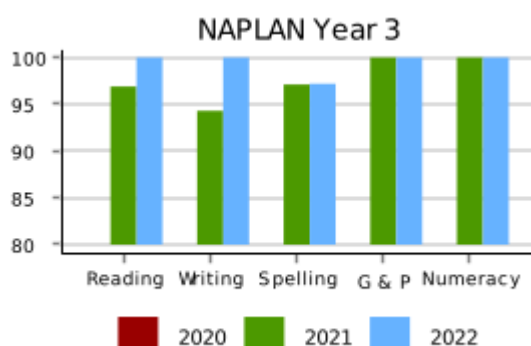
- That our year 3 cohort was at state level for reading and writing in 2021 and our year 5s were above standard for 2021 & 2022
- That all of our year 3 & 5 students are above national minimum standard for writing
- Solid growth in student gain data, that is the comparative growth for a cohort of students when measured in Year 3 and then again in Year 5.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	96.9	-	100.0	3.1
YR 03 Spelling	-	97.1	-	97.2	0.1
YR 03 Writing	-	94.3	-	100.0	5.7
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

* 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 support 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. The Berry Street model is used in conjunction with The Respectful Relationships program to help students navigate their feelings and develop a language for emotional regulation.

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 continues to be an important measure for student success.

VALUE ADDED

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

- The Berry Street Education Model
- Resilience Project
- Positive Behaviour for Learning in Schools
- Rights, Resilience and Respectful Relationships Curriculum
- Learning Diversity intervention and extension
- Swell week at the beginning of each term (Wellbeing Week)

Teachers continue to use Pearson USER-B assessments in order to be able to use Tier 2 assessments for student needs. Case management meetings continue to be integral to unpacking individual student needs at St Jude's.

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 from the students regarding the expectations on students and student-teacher relationships. Students feel a sense of belonging to St Jude's and that their learning dispositions are taken into consideration when their teacher works with them. Students commented on their desire to have more of a student voice in the school. Our SRC program is designed to seek ideas from our student community in ways to improve the school and meet their needs. Our GRIP student leadership program works with the Grade 6's to help them develop their leadership skills and generate ideas to benefit the St Jude's community.

STUDENT ATTENDANCE

All parents inform the school via the Operoo 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, whereby 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

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	86.9%
Y02	89.7%
Y03	85.8%
Y04	89.4%
Y05	90.1%
Y06	89.9%
Overall average attendance	88.6%

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

At the beginning of 2022, the Government updated the Child Safety Standards to reflect 11 important standards. St Jude's accordingly has updated their policies and practices to reflect the changes.

Child Safe Standard 1 – Aboriginal cultural safety

- Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented.
- Controls to address racism, discrimination and bullying are outlined in the Anti Bullying Policy and are published on our school website.

Child Safe Standard 2 – School leadership, governance and culture

- Our Child Safety and Wellbeing Policy outlines the controls in place to ensure a child safe culture is embedded across the school and is implemented
- Our Child Safety Code of Conduct is adopted and actively enforced by school leadership. Inconsistent staff, contractor or volunteer conduct is swiftly addressed.
- Our Child Safety and Wellbeing Policy and Code of Conduct are publicly available online
- This risk register is reviewed annually and after any significant child safety incident or concern
- Our Volunteers Policy supports volunteers to understand their obligations on information sharing and recordkeeping
- Volunteers undergo 'Parent Helpers' training course to ensure consistent understanding of confidentiality and child safety are shared and promoted.
- PROTECT posters and the Four Critical Actions are displayed in the school
- Records management obligations are met through adherence to the Records Management - School Records Policy and all staff and relevant volunteers understand their obligations on information sharing
- Child Safety Officer appointed to champion work with the school leadership team, teachers, students, volunteers and the school community to create a child safe environment in the school

Child Safe Standard 3 – Children are safe, informed and actively participate

- Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented

- Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students
- Students are provided with age-appropriate sexual abuse prevention programs and relevant related information through Resilience, Rights and Respectful Relationships teaching and learning materials
- Friendship and peer support are promoted through: - Lunchtime Activities - Buddies Program - Student Representative Council

Child Safe Standard 4 – Family engagement

- Our Family Engagement Policy outlines the controls in place to engage families and is implemented.
- All child safety and wellbeing policies and procedures are publicly available on school website and promoted in the school community.
- Child Safety Officer appointed to champion work with the school leadership team, teachers, students, volunteers and the school community to create a child safe environment in the school.

Child Safe Standard 5 – Equity and diverse needs

- Our Child Safety and Wellbeing Policy outlines the controls in place to support equity and diverse needs and is implemented.
- Child safety information, support and complaints processes are culturally safe, accessible and easy to understand.
- Other documents that address diversity and equity include: Anti Bullying Policy.
- Implementation of Resilience, Rights and Respectful Relationships.

Child Safe Standard 6 – Suitable staff and volunteers

- Child Safety and Employment policies outline the controls in place: - for child safe recruitment and screening practices for staff. - to ensure staff are provided with an appropriate induction in the school's child safety policies and practices. - to ensure ongoing supervision and management of staff is focused on child safety and wellbeing.
- All actions and strategies outlined in our Child Safety and Wellbeing Policy are implemented.
- Appointed staff have relevant police or working with children background checks and an additional Child Safe specific references from previous employers completed prior to commencing work.

Child Safe Standard 7 – Complaints processes

- Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to child abuse
- The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are publicly available on the school website
- The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff

- Our Child Safety and Wellbeing Policy sets out all recordkeeping, privacy and information sharing obligations that must be met when responding to complaints and concerns.

Child Safe Standard 8 – Child safety knowledge, skills and awareness

- Our Child Safety and Wellbeing Policy outlines the controls in place to ensure school council and school staff receive appropriate annual guidance and training on child safety and is implemented
- Our Volunteers policy provides information on training for volunteers.
- Volunteers that are engaged to work on-site in classrooms complete a 'Parent Helpers' training course supporting consistent understanding of Child Safety requirements are provided with child safety training that is appropriate to the activity and the volunteer's role.

Child Safe Standard 9 – Physical and online environments

- Supervision Policy outlines supervision processes and requirements with a focus on child safety
- Yard duty staff are trained to actively patrol the school grounds, paying particular attention to secluded areas that have been identified as high risk
- Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the physical school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct.
- Students are required to go to the bathroom with another student during class time
- ICT Acceptable Use Policy outlines the controls in place for online conduct and online safety and is implemented
- Acceptable Use Agreements are in place and enforced
- Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the online school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct
- PBL Online Expectations and lessons used Prep - Grade 6

Child Safe Standard 10 –Review of child safety practices

- We determine the causes of child safety incidents and monitor for repeat issues or systemic failures, updating any child safety policy, procedure or practice where gaps or improvements are identified.
- We have a log of complaints and concerns to allow us to monitor areas for improvement in our child safety policies, procedures and practices.

Child Safe Standard 11 – Implementation of child safety practices

- Child Safety Officer appointed to champion work with the school leadership team, teachers, students, volunteers and the school community to create a child safe environment in the school.
- Our suite of child safety and wellbeing policies and procedures address all aspects of the Child Safe Standards.
- Our staff and relevant volunteers are inducted and trained on our child safety and wellbeing policies, procedures and practices and are supported to implement them.
- Our school leaders champion and model our child safety policies, procedures and practices and address any performance concerns relating to staff conduct or implementation.
- Our Child Safety Officer regularly reviews PROTECT guidance and other relevant policies to ensure our own child safety policies, procedures and practices are informed by best practice and updated where required.

Leadership

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
- eLearning Leader/Senior Level Leader: Daniel Pitruzzello
- Middle Level Leader: Melanie Ellem
- Junior Level Leader: Sandra Cultrera/Ashleigh Andersson

The Leadership Team continued to work closely with the National School Improvement Tool (NSIT) and the 9 domains in evaluating current teaching and learning processes and areas for improvement going forward - this has continued to significantly inform our School Improvement Plan (SIP).

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.

To continue to improve the leadership teams professional practise, they identified being an influence in developing others as a focus area, as well as developing skills to deal with difficult situations, be it with a parent or a colleague. With this information, the Level Leaders attended a general Leadership professional leadership course and a session in learning to deal with conflict resolution with Jodie Davey and Powerful Partnerships.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

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 a 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/leadership training
- USER-B training
- Kimochi's training
- Dyslexic training
- NCCD training
- NForma training
- SPA (Student Performance Analysis) Data Software analysis training
- ACER (Australian Council of Education Research) Online Testing Data analysis training
- ENA (Early Numeracy Assessment)
- MOI (Maths Online Interview)
- TEEACH Autism Program
- Oral Language
- Maths Instructional Model Professional Learning through MAV (Mathematics Association of Victoria)

Number of teachers who participated in PL in 2022

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
- An extremely strong feeling of being supported by each other and often by school leadership
- Regular direction and leadership from school leaders in regard to teaching practice and school policies
- A keen engagement in ongoing professional learning and personal development
- An increase in the 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	86.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	80.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	21.1%
Graduate	5.3%
Graduate Certificate	10.5%
Bachelor Degree	89.5%
Advanced Diploma	15.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	29.0
Teaching Staff (FTE)	23.0
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	7.5
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

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

- Last year the St Jude's community celebrated their 50th year. This occasion was celebrated with our first ever school event at the Melbourne Zoo. All families, friends and staff were invited to a private evening at the Zoo.
- St Jude's hosted a fair for our school and parish community to celebrate our 50th anniversary
- 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.
- The Parents Association is exceptionally well led and engaged in social/fundraising in the community including our annual colour run

PARENT SATISFACTION

Trends in collected data and focus groups indicate:

- A positive level of family engagement, and a steady increase from 2021 in results. We can continue to help engage more parents in learning expos and parent teacher interviews.
- Few barriers to engagement exist, the communication from school is regular and appropriate, staff are open and engaging of parents and parents feel supported by teachers to engage with their child's work
- The school ensures a diverse range of experiences for student interest, including extracurricular 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
- 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.

- A large percentage of families would recommend St Jude's to prospective families