



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Jude the Apostle School

53 George Street, SCORESBY 3179

Principal: Timothy McMullen

Web: www.sjscoresby.catholic.edu.au

Registration: 1697, E Number: E1277

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 19 Mar 2025

About this report

St Jude the Apostle School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

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 life long 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). Tim McMullen is the current St Jude's School Principal and Fr. Jerald Mariadas is the current St. Jude's Parish Priest.

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'.

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.

A significant amount of work and money has gone into improving the physical resources of the school, including the buildings, over the last few years. We are excited to embark on the next phase of development with our new 'Heart of the School' project, featuring new learning and gathering spaces, both indoors and outdoors. A new canteen and wellbeing centre will be cherished additions with our new building for years to come.

The MACS Vision for Instruction will shape our teaching and learning initiatives for years to come, along with the cornerstone wellbeing strategies and initiatives we have at St. Jude's.

Student wellbeing is the foundation of our learning environment and community. Our focus on enabling children to 'Be Their Best Self' and making positive connections with others inside and outside of the school community are critical to our ongoing success.

School Improvement strategies help shape and develop our efforts to grow our faith community, learning programs and connectedness across all areas of relationships. The priority given to developing the capacity of staff through formation and professional learning activities is of paramount importance to our learning growth. We are known to be a school that extends learning for each student, no matter their starting point in the curriculum. We are proud of our St. Jude's achievements and strive to Serve the Lord with Joy each and every day.

Tim McMullen

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

- To create a challenging and stimulating RE curriculum with a strong understanding of scripture as a cornerstone.

Intended Outcomes:

- That students and parents actively participate in faith formation opportunities.
- That staff feel confident in their ability to deeply engage students in moments of prayer and dialogue with a key focus on scripture.
- That there are strong links between the Catholic Social Teaching of Care for Our Common Home and Religious Education.
- That we make best use of external partnerships to enact the St Jude's mission.

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. Staff have also undertaken professional learning focusing on scripture and Church Tradition.

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 the Fire Carrier initiatives.

Value Added

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. including Parent/Child Workshops

Mini Vinnies leaders work with the local St Vincent De Paul Conference

Learning and Teaching

Goals & Intended Outcomes

Goal: To embed a whole school evidence based approach to teaching and learning.

Intended Outcomes:

That there is a consistent approach to teaching and learning.

That students are challenged at their point of need.

That student growth is maximised through goal setting and feedback.

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. Staff have consistently developed their understanding and use of Science of Learning strategies in the classroom, for example, strategies to promote spaced retrieval practice and full participation. The MACS Learning and Teaching Rubrics have been an important tool in supporting the professional development of staff.

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.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	431	71%
	Year 5	516	88%
Numeracy	Year 3	404	66%
	Year 5	505	82%
Reading	Year 3	415	77%
	Year 5	527	85%
Spelling	Year 3	403	61%
	Year 5	523	82%
Writing	Year 3	436	81%
	Year 5	524	91%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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 has 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 Melbourne Archdiocese Catholic Schools, 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	89.0
Y02	90.1
Y03	89.6
Y04	87.3
Y05	86.4
Y06	87.3
Overall average attendance	88.3

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: Emily Maynard
- Junior Level Leader: Nerina Marotta.

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 to continue the success from our previous school improvement plan:

- Ensuring every student has a year's worth of growth for a year's 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.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Below is a list of some professional learning activities and experiences staff at St Jude's have engaged with:</p> <ul style="list-style-type: none"> • Religious Education Leaders Conference and Networks • Teaching and Learning Networks • Student Wellbeing Networks • Occupational Health and Safety Training • Principal and Deputy Principals' Network Meetings • Mental Health in Primary Schools program • First Aid, CPR and Anaphylaxis accreditation and training • Dynamiq Emergency Management Training and Drill Evaluations • Berry Street Educational Model training/leadership training • Kimochi's training • NCCD training • SPA (Student Performance Analysis) Data Software analysis training • ACER (Australian Council of Education Research) Online Testing Data analysis training • MOI (Maths Online Interview) • MultiLit and intervention support training • Ochre and TIMMS training via MACS 	
Number of teachers who participated in PL in 2024	26
Average expenditure per teacher for PL	\$1100.00

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.

Teacher Qualifications	
Doctorate	0
Masters	5
Graduate	1
Graduate Certificate	2
Bachelor Degree	24
Advanced Diploma	2
No Qualifications Listed	2

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	24.8
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	4.79
Indigenous Teaching Staff (Headcount)	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

Achievements

- Our families enjoyed our STEAM Showcase which not only displayed the science knowledge and visual arts talents of our students, but also helped create a deeper understanding of the program and our partnership with Zoos Victoria.
- 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, we have new members keen to join the team on a regular basis.
- 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 blast, parent social night, Mother's and Father's Day events and Student Discos.

Parent Satisfaction

Trends in collected data and focus groups indicate:

- A positive level of family engagement and connectedness across the school. 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, as evidenced in our Open Days and Information Nights.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.sjscoresby.catholic.edu.au