



Melbourne Archdiocese  
**Catholic Schools**

# 2025

## 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](http://www.sjscoresby.catholic.edu.au)

Registration: 1697, E Number: E1277

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## Principal's Attestation

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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 2025 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 24 Apr 2026

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## About this report

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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](#).

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## Governing Authority Report

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Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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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.

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## School Overview

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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'.

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## Principal's Report

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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

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## Catholic Identity and Mission

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### 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

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## Learning and Teaching

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### Goals & Intended Outcomes

Goal: To embed a whole school evidence based approach to teaching and learning, particular in mathematics.

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.

| <b>NAPLAN - Proportion of students meeting the proficient standards</b> |                            |                         |                   |                         |                   |
|-------------------------------------------------------------------------|----------------------------|-------------------------|-------------------|-------------------------|-------------------|
|                                                                         | <b>2025 (current year)</b> |                         |                   | <b>2-Year Average</b>   |                   |
| <b>Domain</b>                                                           | <b>Year level</b>          | <b>Mean Scale score</b> | <b>Proficient</b> | <b>Mean Scale score</b> | <b>Proficient</b> |
| Grammar & Punctuation                                                   | Year 3                     | 482                     | 79%               | 457                     | 75%               |
|                                                                         | Year 5                     | 523                     | 72%               | 520                     | 80%               |
| Numeracy                                                                | Year 3                     | 457                     | 76%               | 431                     | 71%               |
|                                                                         | Year 5                     | 514                     | 79%               | 510                     | 81%               |
| Reading                                                                 | Year 3                     | 460                     | 82%               | 438                     | 80%               |
|                                                                         | Year 5                     | 514                     | 86%               | 521                     | 86%               |
| Spelling                                                                | Year 3                     | 448                     | 82%               | 426                     | 72%               |
|                                                                         | Year 5                     | 497                     | 72%               | 510                     | 77%               |
| Writing                                                                 | Year 3                     | 447                     | 89%               | 442                     | 85%               |
|                                                                         | Year 5                     | 498                     | 86%               | 511                     | 89%               |

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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.

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## Student Wellbeing

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### 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. We are continuing to strengthen our response to student feedback in the effort and behaviour areas of wellbeing. 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 NForma 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 acting/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 external partners.

| <b>Average Student Attendance Rate by Year Level</b> |       |
|------------------------------------------------------|-------|
| Y01                                                  | 89.04 |
| Y02                                                  | 90.05 |
| Y03                                                  | 89.58 |
| Y04                                                  | 87.26 |
| Y05                                                  | 86.4  |
| Y06                                                  | 87.3  |
| Overall average attendance                           | 88.27 |

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## Leadership

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### 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 Leader: Melanie Ellem
- eLearning Leader/Senior Level Leader/Student Engagement Leader: Daniel Pitruzzello
- Junior Level Leader/Student Engagement Leader: Nerina Marotta
- Literacy Leader: Ester Lazzarotto
  
- Mathematics Leader: Nicole Bane

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 Improvement Framework and Vision for Leadership from MACS also strongly support our efforts in school leadership.

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.

| <b>Expenditure And Teacher Participation in Professional Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| List Professional Learning undertaken in 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |
| <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"> <li>• Religious Education Leaders Conference and Networks</li> <li>• Teaching and Learning Networks</li> <li>• Student Wellbeing Networks</li> <li>• Occupational Health and Safety Training</li> <li>• Principal and Deputy Principals' Network Meetings</li> <li>• Mental Health in Primary Schools program</li> <li>• First Aid, CPR and Anaphylaxis accreditation and training</li> <li>• Dynamiq Emergency Management Training and Drill Evaluations</li> <li>• Berry Street Educational Model training/leadership training</li> <li>• Kimochi's training</li> <li>• NCCD training</li> <li>• SPA (Student Performance Analysis) Data Software analysis training</li> <li>• ACER (Australian Council of Education Research) Online Testing Data analysis training</li> <li>• MOI (Maths Online Interview)</li> <li>• MultiLit and intervention support training</li> <li>• Ochre and TIMMS training via MACS.</li> </ul> |           |
| Number of teachers who participated in PL in 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 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.

| <b>Teacher Qualifications</b> |    |
|-------------------------------|----|
| Doctorate                     | 0  |
| Masters                       | 6  |
| Graduate                      | 1  |
| Graduate Certificate          | 2  |
| Bachelor Degree               | 24 |
| Advanced Diploma              | 2  |
| No Qualifications Listed      | 2  |

| <b>Staff Composition</b>              |      |
|---------------------------------------|------|
| Principal Class (Headcount)           | 2    |
| Teaching Staff (Headcount)            | 30   |
| Teaching Staff (FTE)                  | 24.6 |
| Non-Teaching Staff (Headcount)        | 7    |
| Non-Teaching Staff (FTE)              | 4.97 |
| Indigenous Teaching Staff (Headcount) | 0    |

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## Community Engagement

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### 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.

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.sjscoresby.catholic.edu.au](http://www.sjscoresby.catholic.edu.au)