



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St Justin's School

42 Whalley Drive, WHEELERS HILL 3150

Principal: Patrick Torpey

Web: [www.sjwheelershill.catholic.edu.au](http://www.sjwheelershill.catholic.edu.au)

Registration: 1882, E Number: E1337

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## Principal's Attestation

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I, Patrick Torpey, attest that St Justin's 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 2023 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 03 Jun 2024

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## About this report

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St Justin's 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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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### **Vision Statement**

We are St Justin's Parish Primary School.

A Catholic faith community of learners,

Sustained by the word of God.

Our vision is to create a place of openness, respect and action;

Striving for individual potential.

We believe in success for all,

Through faith, learning and partnership.

*I have come that you may have life and have it to the full. John 10:10*

### **Mission Statement**

At St Justin's, we are committed to:

- Developing an understanding of the Catholic Faith and Doctrine
- Being models of Christian living, showing how Faith and contemporary life can be integrated
- Forgiveness and Reconciliation
- Developing an atmosphere of trust and care within the school
- Providing an environment that encourages self-esteem and positive interaction
- Providing a comprehensive curriculum that covers all Key Learning Areas
- Designing the curriculum with the understanding that individuals learn best at their own rate and all efforts should be recognised
- Respecting the unique contribution that each child makes as part of the school and society
- Welcoming and actively encouraging all members of the community to participate in the life of the school
- Recognising and respecting cultural difference

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## School Overview

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St Justin's Parish Primary School is situated on a picturesque 3 hectare site in the valley of Wheelers Hill. St Justin's originally belonged to the Good Shepherd Mulgrave Parish which grew rapidly until the 1980's. Land was purchased on our current site and the school was established in 1984.

At St Justin's we want our students to develop a strong sense of their Catholic identity and to feel great about themselves and their achievements. We foster their personal growth as caring and proactive individuals who are ready to have a positive impact on their world.

Our school takes pride in its reputation as a welcoming, friendly, child-centred learning community, where children from diverse backgrounds learn in harmony.

Reflecting on the importance we place on the belief that every student has talents to explore and extend in any endeavour: spiritual, academic, social, personal or emotional, our school motto is "All Children Can Achieve Success."

St Justin's Catholic Primary School is strong in its ethnic diversity and strong sense of community, which contributes to a rich, cultural learning experience and understanding of others. Working in partnership with our families at St Justin's, we encourage our students to reflect on their Catholic identity, values, and cultural identity, whilst celebrating the many benefits of living in our culturally diverse nation.

Our school has a strong tradition of recognising our community as a community of learners. Our exceptional programs for students in all key curriculum areas provide stimulating opportunities for students to build the knowledge and skills for continued learning success. Our staff are committed to ensuring that the students see their learning as exciting and relevant to their life.

They employ contemporary teaching and learning strategies in their classroom practice. A range of assessment modes and rigorous data analysis informs our programs so that teaching and learning is tailored to individual student learning needs.

Our school community supports research in the knowledge that teachers are critical to student learning. Ongoing professional development for our teachers is essential therefore in ensuring our teachers are effective educators and leaders. Our professional development is informed by best practice and is provided by both experts from within our organisation as well as experts from external sources. By valuing the performance and building the capabilities of our teachers, we improve education outcomes for our students. We aim to develop the very best staff, ensuring all have a high level of knowledge and skills and an ability to employ evidence based teaching strategies that are most relevant in 21st century education.

St Justin's staff are a highly enthusiastic, positive and committed group of professionals who aim to make a difference to all students in our school. Our Principal has a strong belief in valuing the contributions of all people in our school community and he works continuously on building effective relationships between staff, students, parents and our wider parish community. He has effectively employed and mentored a staff that not only support his vision but also believe in it and are 100% committed to this vision that the people come first which is reflected in all our words and actions.

St Justin's Catholic Primary School is a learning community characterised by student centred learning, high expectations, rigorous professional growth, strong team structures and excellent peer support. We believe that continuous improvement is essential if we are to remain a highly effective educational setting.



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## Principal's Report

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The 2023 school year was yet another exciting one at St Justin's Parish Primary School.

We commenced the year with an enrolment of 346 students, which remained steady throughout the year. There were 15 classes, including:

- Year Prep DB - Mrs Lucy D'Angelo (Mon-Wed) Mrs Lisa Braybrook (Thurs-Fri)
- Year Prep LI - Miss Laura Leung (Mon-Wed), Mrs Deb Rowlings (Thurs-Fri)
- Year Prep J - Mrs Joelle Lake
- Year 1WM - Miss Meg McCallum
- Year 1L - Mrs Samantha Lutgens
- Year 2L - Mrs Angelique Loadman
- Year 2D - Miss Belinda Dalach
- Year 3J - Miss Genieve Jones
- Year 3WI - Mrs Deb Wood (Mon-Wed, Fri) Mrs Jen McGrath (Thur)
- Year 4M - Mr Nicholas Mosele
- Year 4SD - Mrs Carmel Pitt (Mon-Wed), Mrs Rachel DeLaHaye (Thurs-Fri)
- Year 5CD - Miss Lisa Chiappalone (Mon-Wed), Mrs Helen Interligi (Thurs-Fri)
- Year 5G - Mr Chris Giosis
- Year 6T - Mr Trevor Snelling
- Year 6B -Mrs Belinda Slonim

Specialist programs included:

- Physical Education / Health - Mr Clint Johnson
- LOTE (Italian) - Mrs Silvana Cetrola
- Performing Arts - Mrs Christy Riddiford
- STEAM - Mrs Laura Wegmann and Jen McGrath
- Reading Recovery / Levelled Literacy Intervention - Mrs Louise Skues
- Sustainability and Kitchen Garden - Mrs Anne Deegan

We were also very fortunate to have on staff:

- School Administrators - Mrs Donna Coelho and Mrs Belinda Rubino
- Learning Support Officers - Mrs Mary Cedro, Mrs Milena DeLillo, Mrs Carmel Sullivan, Mrs Lisa Phillips, Mrs Lisa Stewart Ms Michaela Torpey, Mrs Christina Patti and Mrs Sandra Pascuzzi
- Gardener and School Maintenance - Mr Tony Di Iorio

The Leadership Team consisted of the Principal (Mr Patrick Torpey), Deputy Principal / Religious Education Leader (Mrs Leanne Snell, Director of Learning and Teaching - Literacy Leader and Numeracy Leader (Miss Laura Leung), Student Wellbeing Leader (Miss Lisa Chiappalone) and Digital Technologies (Mrs Laura Wegmann).

The development of St Justin's Parish Primary School is not possible without the commitment, dedication and support of our Parish Priest, Fr Andrzej Madry, staff, parents, Parents and Friends Committee, School Advisory Council, Parish community, friends of St Justin's and the enthusiasm of our wonderful students.

I sincerely thank each person who has contributed to our development in 2023.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Goals

- To enrich and deepen the Catholic identity of St Justin's Parish School community

#### Outcome

- That the community of St Justin's Parish School will continue to value the importance of their Catholic identity
- That student engagement with contemporary RE pedagogy enhances and challenges their Religious understanding

### Achievements

At St Justin's we are committed to providing a full Catholic Education. Our students explore ways of taking the Gospel message into daily life. They are supported to participate in Masses and Liturgies using appropriate symbols, actions and texts. Students and families gathered for class masses and participated in whole school and class liturgies. They engage in activities that contribute to social justice in the local and global community. Students are also encouraged to consider choices informed by Church teaching and Scripture reflection.

Students participate in school liturgical celebrations such as the Feast of St Justin and St Mary

MacKillop, Holy Week and prayer services around The Annunciation and The Ascension.

Parents within our school community continue to be invited to actively participate and engage in school liturgies, masses and prayers. Parents are also involved in formal Parent Information

Nights for Sacramental programs facilitated by members of the Presentation Family Project.

They are invited to support the Sacramental Program through various home activities and by participating in Commitment and Medal Masses at the Parish masses.

The Religious Education Leader supports teachers, parents, students and liaises with the

Parish Community in preparation for the Sacramental Celebrations. Our students are involved in prayer sessions within their classrooms each day.

Other ways we involve our students in liturgical celebration within the wider community include the opportunity for students in Year 3 to 6 to be involved in Altar Serving roles. They are prepared and actively participate in various Liturgical Celebrations in regard to Sacraments

(Commitment and Medal Masses). Our students are also involved in providing ongoing support and awareness raising for various Catholic agencies (St Vincent de Paul Society and Caritas).

Staff have been involved in Professional Development to strengthen our collaborative planning practices. This has included level input into arrangement of units, employing a team approach when selecting assessment pieces and incorporating the Religious Education curriculum into our Inquiry units, through Faith Based Inquiry Planning.

In 2023, staff participated in professional Development sessions to develop a deeper understanding of the Catholic Faith. Staff attended a closure day and Online Professional led by MACS, where they gained a deeper understanding of the Gospels and explored some Catholic approaches to interpreting scripture. We also delved into the use of Bibliodrama and Godly Play as easy to bring scripture into the classroom.

### **Value Added**

- Building Catholic Identity
- Father Andrew, Parish Priest - making closer and stronger connections to Parish
- School Masses
- Class Masses
- Classroom Liturgies
- Mother's Day Liturgies
- Father's Day Liturgies
- Altar Server Training
- Celebrations of Sacraments: Reconciliation, First Eucharist, Confirmation
- Confirmation Reflection Day
- Sacramental information night for parents
- Online Staff PD Sessions run by MACS
- St Justin's Day
- Harmony Day
- Catholic Education Week
- Religious Education Program Foundation-Year 6

- Mini Vinnies Leaders
- Whole school Social Justice fundraisers

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Goal

- To strengthen a culture of professional growth

#### Intended Outcomes

- That staff engage in ongoing professional learning that improves practice
- That staff engage in ongoing coaching and feedback to enable best practice
- That a high quality pedagogical approach is consistent in all areas of the curriculum

### Achievements

As a Catholic community, St Justin's will develop a culture of continuous professional learning, focused on high-quality teaching and student wellbeing, in order for all to flourish, which extends from the Vision for Instruction (Melbourne Archdiocese of Catholic Schools, St Justin's Strategic Plan 2024-2027). Learning provides endless possibilities, where students are energised and guided to seek meaning and explore questions about the world around them. Our Faith-based Inquiry Learning approach gives students this opportunity.

### LITERACY

Literacy includes the strands of Language, Literature and Literacy, and is central to the development of all students. It helps create confident communicators, critical thinkers and informed citizens. Our program is composed of reading, writing and oral language sessions. Teachers engage in whole class modelling and instruction followed by student engagement in small groups and individual work, concluding with reflection time. Student data is continually analysed and work is differentiated to teach students at their point of need. Students set learning goals each term, which is based on their data, and evidence of their learning is shared with parents using Seesaw and Google Classroom. Our staff communicates with parents regularly throughout the year to provide support and guidance in relation to their child's learning. Students who require additional support in Literacy are supported through intervention programs such as Reading Recovery and the Levelled Literacy Intervention System. Throughout 2023 we were also granted additional Federal funding to provide tutoring sessions for students whose learning was affected by the pandemic. St Justin's instituted professional staff across all year levels to meet the learning needs of these students. Parents are invited to assist the students during Literacy lessons, and we value their support. They are required to attend a Parent Helper session coordinated by our

Literacy Leader and Reading Recovery Teacher, to gain the necessary knowledge to support learners in the classroom.

## **MATHEMATICS**

Students at St Justin's are engaged in a range of learning experiences that will develop skills, understanding and confidence to be successful with Mathematics today and in the future. Teachers understand the importance of Mathematics being purposeful and relevant to everyday life. Through our Mathematics program students are taught skills and how to apply these in everyday situations. Students are provided with a range of tasks, including open-ended tasks and personal investigations, where they are able to experience success. Students are challenged in their Mathematical thinking and taught according to their individual needs. By learning through games, hands-on activities and technology, students are encouraged to pursue their personalised investigations whilst enjoying their experiences and learning in Mathematics. This year, our Year 1 and 2 teachers were part of the Early Number and Algebra Program (ENA), which was funded by the Melbourne Archdiocese of Catholic Schools. Teachers took part in eight professional development days, where they developed their mathematical content knowledge, assessed student learning using the Maths Online Interview (MOI) and analysed their data. The data was used to inform their teaching and differentiate learning in the classroom. The teachers conducted several sprints as part of their lessons, where they focused on particular mathematical skills with small groups of students, and then assessed the effectiveness of their teaching. We used PAT Maths Early Years for Year Prep and 1 and PAT-M in Years 2-6 to create a whole-school data wall to track student learning. In addition, the Year 1 and 2 teachers created digital data walls to track their students' results from their MOI testing. The students set learning goals each term, which is based on their data, and evidence of their learning is shared with parents using Seesaw and Google Classroom. Students who required additional support in Mathematics were offered small group tutoring which was possible from Federal funding as a result of the pandemic. Students in Years 3-6 operating above standard had the opportunity to participate in extension Mathematics activities.

## **INQUIRY LEARNING**

At St Justin's we promote a culture of inquiry learning, with faith being at the centre of all learning. We integrate various subject areas, engaging students in learning which is meaningful and purposeful, encouraging them to make connections between themselves and the world. This approach requires the students to use a range of skills, tools and strategies for independent discovery and learning. It engages and challenges students to use their learning to take action. Science, History, Geography, Economics, Civics and Citizenship, Health and Technology are the content areas that contain the rich concepts that drive effective learning. English, Mathematics and The Arts are processes to inquire, gather information, analyse and communicate our understanding to others. We find that the best units are built around 'Big Ideas' and 'essential questions', concepts which aim to expand students' knowledge of themselves and the world around them. During 2023, we began

working with a two-year scope and sequence that enabled many of the learning areas from the Victorian Curriculum to be integrated through an inquiry approach.

- 2023 – Identity, Change, Relationships and Creativity.

Teachers plan each unit of work in stages allowing student voice to direct and personalise their learning, as well as incorporating their understanding of Catholic Identity. The students have specialist subject teachers who teach weekly and/or fortnightly lessons in Visual Arts, Health, Physical Education, Italian, Performing Arts, which includes Dance, Drama and Music, as well as STEAM, where the students learn Science, Technology, Engineering, Art and Maths.

### **e-LEARNING**

St Justin's Primary School is committed to creating a 21st century learning environment and recognises the importance of Digital Technologies in preparing students for the world in which they live. Digital Technologies are an integral part of our curriculum and therefore safe and confident use of technology is a high priority. At St Justin's, we acknowledge the need to have in place rigorous and effective cyber-safety practices which are directed and guided by our cyber-safety policy. Our Digital Safety and Wellbeing program is supported by Martin and Carley McGauran and their 'Inform and Empower' program for schools. Resources are provided for classroom learning, and support is offered to raise awareness to parents and assist them with conversations about cyber safety at home.

All classrooms are equipped with Interactive Whiteboards, laptops, and Chromebook or iPad trolleys, encouraging access to the world beyond the classroom. Students use lots of different hardware and software for communicating, creating, presenting, researching and collaborating within the classroom. Our flexible, open learning areas encapsulate our belief in building the capacity of students to interact in this ever-changing world.

We believe the use of contemporary tools enhances learning across all the domains (Literacy, Numeracy, Religious Education, Inquiry, Arts). Digital Technologies is often embedded among these learning areas and facilitates deeper engagement in the learning. In addition, STEAM has been introduced to all levels in the school, further encouraging the exploration of technology, robotics and coding. St. Justin's strives to ensure up-to-date digital technologies and robotics are available for students to experience and explore, constantly developing student skills and innovative thinking.

This year the school has continued with our one-to-one Chromebook model for the Year 2-6 students, and iPads in Prep and Year 1 levels. iPads were also available to the Middle and Senior school, specialist classes and the STEAM classroom, in order to support and enhance student learning, particularly with coding, robotics and media arts. Our Digital Technologies Leader worked with teaching staff to improve and enhance their ICT skills and their understanding of Digital Technologies to enable quality teaching and learning to occur. This included the navigation and further implementation of Seesaw; software designed to



share learning between the classroom and the home environment and allow for the documentation of student learning. Parents/carers have the opportunity to view and comment on student work and regularly interact with class events and units of learning through the use of this platform. Students are also able to share their learning goals and progress via Seesaw.

The Year 6 Digital Technology Leaders met regularly with the Digital Technologies School Leader to explore new software and devices, such as 3D printing using the school's new 3D printer, and learn new skills in order to support classroom teachers and students in digital technology. They were invited to help explore and test new resources for modelling of software use and also assist in classrooms with groups of students.

### **Student Learning Outcomes**

Our 2023 NAPLAN results indicate that of our Year 5 students:

- 98% were working at or above the national standard in Reading
- 94% of Year 5 students were working at or above the national standard in Writing
- 91% of Year 5 students were working at or above the national standard in Spelling
- 96% of Year 5 students were working at or above the national standard in Grammar and Punctuation
- 96% of Year 5 students were working at or above the national standard in Numeracy

These results indicate that the programs and strategies we have in place are yielding excellent results for students. Students who performed below the national standard in any area were offered support based on their individual needs. NAPLAN participation for this school is 99%.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	431	65%
	Year 5	525	81%
Numeracy	Year 3	435	74%
	Year 5	527	81%
Reading	Year 3	441	89%
	Year 5	532	87%
Spelling	Year 3	432	72%
	Year 5	507	81%
Writing	Year 3	443	91%
	Year 5	510	85%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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 maximise students' sense of wellbeing and connectedness to school, community and their learning

#### Outcome

- That student learning, engagement and motivation increases

### Achievements

St Justin's Catholic Parish Primary School endeavours to provide a respectful, inclusive and safe learning community in which both the academic and social/emotional needs of its students are met. The school's motto, 'All Children Can Achieve Success', encompasses this ethos and through the domains of Student Wellbeing and Learning Diversity, provides a range of programs, resources and strategies to enhance students' engagement in and resilience for their learning. The Student Wellbeing and Learning Diversity leaders lead a range of personnel who share a united belief in and commitment to developing confident, engaged and independent learners who are encouraged to reach their full potential, both academically and in social emotional competencies. The sphere itself is twofold in that it caters to the domains of Wellbeing and Welfare, both of which aim to support and enhance students' learning utilising two different approaches.

Learning Diversity assists and supports those students through intervention, who require additional remediation and/or extension support on the academic learning continuum. Student Wellbeing on the other hand, encompasses a range of preventative measures which support and enhance students' social/emotional learning and mental health outcomes.

Values Education incorporates the teaching and learning of 16 important life values intended to be enriched through Inquiry. Through the inquiry process and the Religious Education program, values education has had a significant impact in addressing our intended goals and outcomes, in addition, student led "Clubs" are held on a regular basis which further supports students' social/ emotional needs on the playground. Future directions will include working with parents and carers and providing early intervention for students who may be experiencing mental health difficulties.

## Value Added

St Justin's School provides a number of school activities and programs that have a positive effect on the wellbeing and achievements of students and the school community.

Following is a list of curricular and extracurricular activities that have been successful at our school...

- Student Wellbeing Support
- Wellbeing Days
- Student Representative Council
- Prep/Year 1 - Year 5/6 Buddy Program
- Mini Vinnies Team
- Sustainability Team
- Liturgy Team
- Health and Fitness Programs
- Athletics Carnival
- Inter-school Sports
- District Sports
- Swimming program
- Cross Country - school and district
- Physical Education Program, F-6
- Health Program, F-6
- Running Club
- School Camps and Excursions/Incursions
- Year 5/6 Camp
- Class excursions
- Whole school Incursions
- Music /Arts Programs
- Foundation - 6 Music Program
- Guitar Program
- Drumming Club
- Choir / Keyboard Education Programs
- Levelled Literacy Intervention
- Reading Recovery
- Year 5/6 Literacy Extension
- Maths Intervention
- Cross Age Reading program
- Before and After School Program
- SMART Spelling
- Laptops connected to Interactive Whiteboards in every classroom
- Chromebook Trolleys (Year 2)

- Chromebook Program (Year 3-6)
- iPad Trolleys (Whole School)
- Digital Technologies Leaders
- GAFE: Google Drive, Google Classroom
- Hapara
- Student access to email and internet use (monitored)
- Therapy Dogs (Bear and Lulu - trained therapy dogs)

Many of these activities and programs are reported to parents via newsletters, annual reports, the Intranet and special promotions.

### **Student Satisfaction**

According to the student responses to the ten domains, our MACSSIS data indicates that in several domains, students responded within a similar range to the Melbourne Archdiocese Catholic Schools' average.

We did see growth in: Rigorous expectations relating to teachers expectations of students, School engagement and some areas of School belonging.

As a community, we continue to work on all domains, with a focus on school climate, school belonging, student safety, student voice and teacher-student relationships.

Student voice is enabled through a Student Safety team and a Student Representative Council who meet on a regular basis with members of leadership to discuss matters of concern and present ideas to improve school safety and climate.

### **Student Attendance**

St Justin's has a high student attendance rate with an over 90% average overall. The student attendance roll is marked twice daily. Parents ring the school or use the Skoolbag app on the morning of a student's absence and provide written communication explaining their child's non- attendance on the child's return to school. Reasons for a student's absence are recorded on the attendance roll and kept as a record at the school. If no communication is made by the parent/career to the school, then a call is made by school administration to determine reason for absence. The student's attendance rate is reported twice yearly on each student's report and is marked at a satisfactory or unsatisfactory attendance rate.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	89.6%
Y02	91.4%
Y03	90.4%
Y04	91.1%
Y05	91.2%
Y06	90.8%
Overall average attendance	90.8%

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## Leadership

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### Goals & Intended Outcomes

#### Goal

- To build a collaborative professional learning culture characterised by targeted evidence based practice.

#### Outcomes

- That teaching practice improves and leads to improved student outcomes.
- That collaboration improves through the development of knowledgeable others.

### Achievements

The St Justin's staff feels that they are valued, supported and acknowledged in their various roles within our school. Survey results and anecdotal records along with ARMs (Annual Review

Meetings) have continued to demonstrate this. There is a strong sense of teamwork and staff work well together. Staff comment that they find working in year levels teams or specialist areas helps them to feel more confident about their role and they are supported in what they are aiming to achieve.

As a school staff we work very closely together. Communication amongst staff takes place in the following ways:

- Weekly Memo (Word on the Hill) which contains everything that is coming up and tasks staff need to complete.
- Leadership team meeting (minimum 4 times per term)
- 2 Professional Learning Team meetings each week - to discuss recent research in areas of learning, to view and analyse most recent data and make decisions about how to assist students to move forward.
- Level meetings
- Communication whiteboard in the staff room
- Digital whiteboard communication on WOTH
- Weekly newsletter to families

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> <li>• East Central Zone Networks: Principal; Deputy Principal; Education in Faith; Curriculum; Numeracy; Library; Student Wellbeing; Learning Diversity, e-Learning</li> <li>• Reading Recovery</li> <li>• Principal Conference</li> <li>• Deputy Principal Conference</li> <li>• First Aid and Anaphylaxis Training</li> <li>• OH&amp;S and Child Safe Standards with Martin Tennant</li> <li>• Child Safe Standards - PROTECT CEM</li> <li>• Juvenile Diabetes</li> <li>• Effective Writing PD</li> <li>• Berry Street</li> <li>• Phonics in Context</li> <li>• Digital Technologies - OneNote and Google Classroom</li> <li>• Mandatory eLearning modules</li> <li>• Sustainability - Recycling Monash City Council</li> <li>• Heggerty's Phonemic Awareness Program</li> <li>• Maths Online Interview 1-2 (Formerly Early Number and Algebra Program - ENA)</li> <li>• Shared Services - VCMEA Agreement training, LSL, Paid Parental Leave, Onboarding &amp; Theoretical Reporting</li> <li>• Various online RE PDs - Laudato Si Workshop, Principles of the Pope's letter, Lenten Gospels, Prayer Spaces, Mary, Advent</li> <li>• Closure Day: RE Focus - Scripture In the Classroom</li> <li>• Positive Behavior Management - Patrice Wiseman</li> </ul>	
Number of teachers who participated in PL in 2023	27
Average expenditure per teacher for PL	\$334.00

### Teacher Satisfaction

According to the staff responses to the fourteen domains, our MACSSIS data indicates that overall, staff responded with a positive endorsement of the school.

In the areas of School Climate, Staff-leadership Relationships, Feedback, Instructional Leadership, School Leadership, Staff Safety, Psychological Safety, Professional Learning, Collaboration around an improvement strategy, Collaboration in Teams, Support for Teams, Collective Efficiency, and Catholic Identity, our school positive endorsement was above the MACS average.



Whilst we performed on average better than MACS, we did experience a slight drop in some areas and growth in others, including:

- Staff-leadership relationships - Perceptions of the quality of relationships between staff and members of the leadership team: 85% in 2022 to 93% in 2023
- Staff safety - Perceptions of staff safety in the school: 66% in 2022 to 77% in 2023
- Instructional leadership - The extent to which the school leaders set the conditions for improving teaching and learning at the school. 63% positive in 2023
- School leadership - Perceptions of the school leadership's effectiveness: 69% positive in 2023
- Psychological safety - How safe it feels to take risks and make mistakes in this school: 79% positive
- Professional Learning - Perceptions of the quality and coherence of professional learning opportunities: 65% positive
- Support for Teams - Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively: 74% positive

It was also pleasing to see a significant positive response amongst non-teaching staff, especially in the areas of:

- School climate domain - Perceptions of the overall social and learning climate of the school: 73% to 83%
- Staff-leadership relationships - Perceptions of the quality of relationships between staff and members of the leadership team: 91% - 100%
- School leadership - Perceptions of the school leadership's effectiveness: 86%

Whilst our MACSSIS data indicates a positive response from staff, the Leadership Team will continue to explore ways in which we can better support other teams to collaborate effectively.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	19.2%
Graduate	7.7%
Graduate Certificate	0.0%
Bachelor Degree	53.8%
Advanced Diploma	15.4%
No Qualifications Listed	3.8%

<b>Staff Composition</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	33
Teaching Staff (FTE)	24.5
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	8.3
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### Goal

- To strengthen and grow authentic, collaborative partnerships Intended

#### Outcome

- That the Community Engagement Aggregate Index improves

### Achievements

At St Justin's our school endeavours to involve the whole community in the education of our children. Consequently our parents are encouraged to participate as frequently as possible in the daily activities of the school. Parents are often invited to assist in daily Literacy and Numeracy programs, attend assemblies, sporting activities and school excursions.

Our School Advisory Council welcomes new parents to the school at the beginning of each School Year with the Prep BBQ. The School Advisory Council has an active role in school direction and is representative of the wider school community. Our Parents and Friends Committee actively encourages parents to become involved in the social life and fundraising activities of the school community.

Ties are strengthened between school and Parish by staff and parents participating in School Fair, Parish Events and class weekday/weekend Masses. Throughout 2023, we were able to hold our Sacramental Services again for families, with students preparing at a school and parish level.

Further community links have been established with Cumberland View (a local Retirement Village) where students in Year 5 visit several times throughout the year. This community service has reciprocal benefits for both the students and the residents in the village.

Our feeder secondary schools, such as Mazonod, Avila College and Sacred Heart College have also made connections with our school by inviting students to view their Performing Arts programs and/or performing at our annual Fair on the Hill. Our ties with Nazareth College have strengthened with the sharing of many joint activities, especially the Year 4 and Year 5 Taster Days.

We believe that children directly benefit from their parents' involvement in the school and Parish community; therefore we encourage and welcome parent participation wherever possible.

## Parent Satisfaction

According to the MACSSIS Parent Survey, St Justin's families continue to perform above the MACS average in all Domains.

- Family engagement - The degree to which families are partners with their child's school: 61% in 2022 - 72% positive in 2022

Whilst we did experience a slight drop in some domains, it is still pleasing to see that the responses are still relatively positive:

- School fit - Families' perceptions of how well a school matches their child's developmental needs: 78% positive in 2023
- School climate - Families' perceptions of the social and learning climate of the school: 86% positive in 2023
- Communication - The timeliness, frequency, and quality of communication between the school and families: 72% positive in 2022

Steady enrolments would indicate that the school continues to have a good reputation within the wider community.

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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.sjwheelershill.catholic.edu.au](http://www.sjwheelershill.catholic.edu.au)