



Melbourne Archdiocese
Catholic Schools

2023

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 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 18 Apr 2024

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

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

Vision and Mission

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

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

School Overview

St Jude the Apostle Primary is part of the Archdiocese of Melbourne; we are blessed to have a vibrant community at St. Jude's. The first Catholic School in Scoresby, known as Christ the Priest, was opened on 1 February 1972. The first principal was Mr Michael Crilly. In January 1974, Father Noel Mackay was appointed Parish Priest of Scoresby. The Parish and School were renamed in honour of St Jude.

The school grew in numbers year by year as more and more families settled in this new, fastgrowing, 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.

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

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

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

Value Added

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

There has been a greater emphasis on data driven practice, which has allowed for teachers to identify students requiring extension or intervention. The school continues to implement the Learning Extension and Achievement Program (LEAP). Within this program a teacher works with a small group of students based on a similar need and completes a 5 or 10-week cycle of intervention or extension

Student Learning Outcomes

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

1. What is it that we want our children to learn?
2. How will we know that each child has learnt it?
3. How will we respond when some students do not learn it?

4. How can we enrich the learning for students who have learnt it?

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

Our 2021, 2022 and 2023 NAPLAN data indicates the following:

- That our year 3 cohort was at state level for reading and writing in 2021 and our year 5s were above standard for 2021 & 2022, the year 3 cohort for 2023 was not as successful
- That all of our year 3 & 5 students are above national minimum standard for writing
- Solid growth in student gain data, that is the comparative growth for a cohort of students when measured in Year 3 and then again in Year 5.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	415	59%
	Year 5	510	78%
Numeracy	Year 3	415	72%
	Year 5	506	81%
Reading	Year 3	416	79%
	Year 5	518	94%
Spelling	Year 3	395	52%
	Year 5	501	75%
Writing	Year 3	420	86%
	Year 5	501	81%

*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.

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	90.3%
Y02	89.8%
Y03	89.3%
Y04	87.7%
Y05	89.7%
Y06	91.2%
Overall average attendance	89.7%

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: Ashleigh Andersson.

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

The school has committed to working closely on the following goals 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 2023	
<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 • Integrated Catholic Online Network (ICON) • 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 • ENA (Early Numeracy Assessment) • MOI (Maths Online Interview) • Oral Language • Maths Instructional Model Professional Learning through MAV (Mathematics Association of Victoria) 	
Number of teachers who participated in PL in 2023	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	0.0%
Masters	18.2%
Graduate	4.5%
Graduate Certificate	9.1%
Bachelor Degree	59.1%
Advanced Diploma	9.1%
No Qualifications Listed	0.0%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	21.8
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	6.6
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

- St Jude's school recently celebrated our 50th year. This occasion was celebrated with our first ever school event at the Melbourne Zoo. All families, friends and staff were invited to a private evening at the Zoo. We held the event again in 2023 with our sister schools. We also now have engagement with the Fighting Extinction Victoria Zoos initiative.
- 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 a steady increase from 2021 in results. We can continue to help engage more parents in learning expos and parent teacher interviews.
- Few barriers to engagement exist, the communication from school is regular and appropriate, staff are open and engaging of parents and parents feel supported by teachers to engage with their child's work
- The school ensures a diverse range of experiences for student interest, including

extracurricular activities and supports

- A positive school climate is a feature of the school community, parents are regularly seen engaging in learning experience, school activities and events
- Parents feel that the school provides a safe and positive environment for students, the site security and our positive behaviours for learning approach are highly valued.
- A large percentage of families would recommend St Jude's to prospective families.

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