LEARN ♦ IMAGINE ♦ GROW

2015
Annual Report
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Acknowledgement:

Mr. Brian Schultz  School Program, Value Adding – Special Needs,
Ms. Jeanette Pelchen Assessment, Extra & Co-Curricular, Service, Assessment
Ms. Kirsteen Byrne Numeracy Intervention
Mr. Steven Tkaczuk Literacy Intervention
Ms. Raelene Roede Ms. Jeanette Pelchen Junior
Ms. Angela McLean Primary Educational Program

St John’s Lutheran School | 2
School Profile

St John’s Lutheran School is a school of the Lutheran Church of Australia and offers a comprehensive education to children from Kindergarten to Year 6 in a Christian environment. The school strives to set up and maintain a framework of Christian attitudes and relationships which will permeate and integrate its entire life and work, thereby helping it to grow as a caring community. The School is centrally located in Geelong on the corner of Pakington and Aberdeen Streets in Newtown.

St John’s values the individual child and their particular learning style through a multiage structure. This structure enables our students to move across the age barrier providing a happy family atmosphere where children are encouraged to learn together and from each other. This provides a strong basis for the initiative of Lifelong Learning fostered in Lutheran Schools which encourages living in community and reflecting characteristics of God through core values, especially love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation.

St John’s Lutheran School shares its vision with all Australian Lutheran Schools. It is a vision based on the inspired Word of God and endeavours to prepare our students to live a positive and rewarding life. Through sensitivity to and an understanding of faith, students at St John’s Lutheran School:

- value themselves so that they are excited by their life journey and inquisitive about their world and its future;
- are open to life’s possibilities, to the social and inner needs of others and to injustices in our society; and
- are valued as unique and exceptional individuals who make a unique contribution to the world around them.

Therefore at St John’s a student’s education is dedicated to:

- Develop wisdom through knowledge and LEARNing grounded in Christian values;
- Empower students to IMAGINE a world full of possibilities and act with respect and responsibility to enrich the community;
- Embrace each student’s unique talents and abilities to GROW their confidence and purpose in life.

St John’s has always welcomed and valued the support given by those in the Geelong community who wish to educate their children in a sound Christian environment. We continue to welcome all families who are seeking a caring Christian education for their children. St John’s aims to provide an excellent education as well as share the Christian message with the students and the school community. All our classroom teachers are trained and accredited to ensure the effectiveness of Christian education in our school.

The teachers at St John’s are strongly committed to excellence in all domains and learning areas of the Australian Victorian Essential Learning Standards with particular focus and strength in Literacy and Numeracy whilst receiving specialist education in Science, Art, Music, Physical Education and LOTE (German). We encourage opportunities for children to excel in all aspects of their learning from sporting activities to interschool debating. We are proud of the quality of our staff and the achievements of our students.

Further details about the College can be found on our website at www.stjohns.vic.edu.au.
Characteristics of the Student Body

The student body is at 89% of the optimum enrolment preferred for St John’s. The impact of the start-up of GLC is still being felt and has been exacerbated by a lower than normal enrolment into Prep. During 2014 a number of families moved overseas and interstate and although we have managed to bring new students in, it has been difficult to make-up enrolment numbers throughout the school during the year. In these cases. At the DEEWR Census in August the school of 234 enrolments comprised:

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>% Boys</th>
<th>% Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>41</td>
<td>39%</td>
<td>61%</td>
</tr>
<tr>
<td>Yr 1</td>
<td>31</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Yr 2</td>
<td>46</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>Yr 3</td>
<td>29</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Yr 4</td>
<td>39</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>Yr 5</td>
<td>19</td>
<td>32%</td>
<td>68%</td>
</tr>
<tr>
<td>Yr 6</td>
<td>29</td>
<td>59%</td>
<td>41%</td>
</tr>
</tbody>
</table>

At this time we had 2 indigenous students and 2 students in receipt of Special Needs funding:

- Level 2 Funding: 1 Student

Demographics

The number of children enrolled at St John’s in 2015 was 234, 1 student less than the previous year. There were also 50 children enrolled in the four year old kindergarten groups making a total of 284 students enrolled at St John’s during the year. At the end of 2015, 29 students exited the school from Year 6 without negative net impact on overall numbers for 2016. St John’s remains in a secure position but is carrying lower enrolment than required at most levels throughout the school. The Kindergarten continues to be an effective educational provider with a strong reputation for quality learning.
As indicated on the above graph, the largest percentage (33.3%) of our students continue to come from the City area. 25.6% are from the City Inner N, 14.5% from City E, 11.5% from City Outer N and 8.5% from the Country North & West, and the remaining 6.4% from Country SW and Coastal areas.

A large number of our families continue to use the family car to get to and from school although it is good to see increasing numbers of local families taking the opportunity to walk with their children.

It is interesting to note that the percentage of students within close proximity to the school is high at 77.6%.

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
<th>Neighbourhoods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country N</td>
<td>8.1%</td>
<td>Anakie, Bannockburn, Maude, Rokewood, Gnarwarre, Lethbridge, Batesford, Teesdale</td>
</tr>
<tr>
<td>City Outer N</td>
<td>11.5%</td>
<td>Norlane, Nth Geelong, Corio, Lovely Banks, Lara</td>
</tr>
<tr>
<td>City Inner N</td>
<td>25.6%</td>
<td>Geelong West, Hamlyn Heights, Herne Hill, Manifold Heights, Bell Park, Bell Post Hill, Drumcondra, Rippleside, St Helens,</td>
</tr>
<tr>
<td>Country NW</td>
<td>0.4%</td>
<td>Ceres, Inverleigh, Stonehaven</td>
</tr>
<tr>
<td>City</td>
<td>33.3%</td>
<td>Newtown, Fyansford, Geelong, Belmont, Highton, Wandana Heights, Waurn Ponds, Grovedale, Marshall</td>
</tr>
<tr>
<td>City E</td>
<td>14.5%</td>
<td>East Geelong, Sth Geelong, Wallington, Leopold, Moolap, Newcomb, St Albans Park, Whittington, Curlewis</td>
</tr>
<tr>
<td>Coast E</td>
<td>0.9%</td>
<td>Clifton Springs, Mannerim, Portarlington, Drysdale</td>
</tr>
<tr>
<td>Country SW</td>
<td>0.4%</td>
<td>Wurdiboluc, Deans Marsh, Freshwater Creek, Modewarre, Moriac, Winchelsea, Buckley</td>
</tr>
<tr>
<td>Coast</td>
<td>3.0%</td>
<td>Connewarre, Armstrong Creek, Mt Duneed, Torquay, Jan Juc, Bellbrae</td>
</tr>
<tr>
<td>Coast SE</td>
<td>2.1%</td>
<td>Barwon Heads, Ocean Grove, Point Lonsdale</td>
</tr>
<tr>
<td>Coast SW</td>
<td>0.0%</td>
<td>WensleyDale, Anglesea, Gherang</td>
</tr>
</tbody>
</table>
VALUE ADDING

We no longer receive Targeted Programs funds from the Government via Independent Schools Victoria (ISV) as these funds are now included in recurrent grants.

Literacy Intervention

The literacy program initiated in 2014 has now become established and regular evaluation, both quantitative and qualitative, confirms that more children are achieving successful outcomes. Data shows a strong and significant increase in the number of children in each class who are reading at or above the level appropriate for their age and grade level. The extension of the program into the Kindergarten level has contributed to an easier progression into Prep for those children who continue their education at St John’s. The Kindergarten curriculum meshes with the general curriculum to offer a cohesive program.

The coming years will see an increased emphasis on data collection. Research confirms that the most effective teaching occurs when it responds to data that has been gathered in various ways. It is planned to achieve this goal by framing the literacy program around the assumption that every teacher is a teacher of literacy, and also by involving parents in a more structured way in involvement with the content and delivery of the literacy program.

Numeracy Intervention

In 2015 the EMU (Extending Mathematical Understanding) program at St John’s continued to support Year 1 students to reach their potential in the vital area of mathematics. A staff member attended 6 days of Professional Development at ACU, to become a qualified EMU teacher. Targeted mathematical intervention support was also provided to students in other year levels. Groupings for these sessions were flexible and was regularly changed based on the topics being taught in classroom math’s lessons and the needs of individual students.

EMU and Maths Intervention continued to consistent of 9.75 hours of teaching time per week conducted across four mornings. Students attend EMU sessions in a small group of three students for 40 minutes three times a week and repeated exposure to fundamental mathematical concepts has reaped excellent gains. 2015 saw twelve year one students complete the EMU program.

Special Needs

Under the Victorian Government Programs the funding that was received in 2015 was as follows:

- $1,109 for Developing Resiliency; and
- $3,166.46 was distributed to us under the Financial Assistance Model – Students with Disabilities.

These funds were used for Integration Aide salary support and resilience programs.

This year all Australian schools were required to collect and submit data on students with disabilities. The national data collection on students with disability reinforces the existing obligations that schools have towards students under the Commonwealth Disability Discrimination Act 1992 and the Disability Standards for Education 2005. It counts the number of students who are supported under these obligations based on the professional judgement of teachers and their understanding and knowledge of their students.
Extra-Curricular & Co-Curricular

There continues to be a number of opportunities for children to be involved in activities beyond the classroom. Students have participated in:

- Sustainability program including recycling and composting action groups
- Chess club and tournaments
- Interschool competitions including debating, football, netball and softball
- Athletic, Cross Country and Swimming carnivals
- Camping programs
- Choir
- Community ANZAC service at school
- MS Readathon
- Student leadership responsibilities and programs
- Buddy Program throughout the school
- School concert
- A variety of excursions and incursions such as the ‘Life Ed Van’ and ‘Bravehearts’
- Community Based Projects
- Year 6 Formal Graduation evening
- Cooking
- Chapel participation
- Participation in the Australian Lutheran World Services awareness day activities

Assessment

A variety of assessment tools and programs are used throughout the school including diagnostic and standardised tests, running records, Benchmarking, individual numeracy testing at the beginning of the year, teacher observation, STARS Books and the annual NAPLAN assessment for Years 3 & 5.

| ST JOHN’S |
|------------------|------------------|------------------|------------------|
| **Term One**     | **Term Two**     | **Term Three**   | **Term Four**    |
| Information Evenings | Full Report | Interviews by request | Full Report   |
| Parent Teacher Interviews | STARS Books | STARS Books | STARS Books |
| NAPLAN Yrs 3 & 5 |                             |                   |                 |

Wellbeing Program

In 2015, our Pastoral Care team began with a focus on the support of students and families in difficult times, proclaiming God’s word, concentrating on the Ministry and Mission Plan, fostering social skills and encouraging students to engage in social justice issues. Pastor Mark left the position at the end of Term 1 and Pastor Lester continued to provide pastoral support for the school, contributing to chapel, closing service, Christmas and ANZAC services and also providing guidance for chapel content.

Pastor Mark, Pastor Lester, all classes and school leaders shared God’s word in regular Wednesday chapel services, in which a talented group of student musicians played and student singers led the worship songs. There was willing participation of the students in the class chapel services, their enthusiasm, excitement and keenness was evident and the attendance of parents was also notable.

The bulk of pastoral Care time went into meeting one-on-one with students and talking to parents to help students through personal problems, to restore relationships at school through restorative practices. Extra support was given in the senior area due to an unusual level of friendship and behavioural issues. Johnny spoke to senior students about self-regulation – identifying how you are feeling and then making good
choices to be calm and ready to learn – due to these challenging behaviours. Angela was approached by a couple of parents to help support their children with social and emotional learning, grief issues, anxiety, anger management, support for family separation.

**Highlights:**

- St John’s classes took a turn leading our Wednesday morning chapel services. The way the students engaged with the Bible and presented their messages was encouraging. Music students also continued to share their talents during chapel services by playing their instruments and in 2015 students were included to lead the worship songs by singing.
- National Day against Bullying was recognized on March 20 – appropriate materials were provided on bullying with a focus on bystander intervention – the day concluded with a whole school assembly led by the school captains.
- Two senior students attended ‘Champions for Change – a body esteem project’ by the Butterfly Foundation and presenting information and led discussions with the senior students
- Angela supported social justice group to promote causes and fundraising for the year – the group is called the MADhatters. (Make a difference)
- Angela attended In the Mix Conference on contemporary spirituality – was very informative and contributed greatly to my understanding of Lutheran vision of school wellbeing and great place to network
- Julie Yeo from Drummond Street conducting training session for staff – includes a mindfulness activity and information about “Having difficult conversation with parents” – particularly when anxious about their children
- Richard Bennett (with ISV resilience funding) ran three session – 5/6 students, parents and staff around
- Onpsych – onsite psychologist support was set up for parents to access within the school setting
- Angela began professional supervision with Catholicare
- Good parental involvement in Valuing Safe Communities training to volunteer in the school.
- A group was established for Yr 2. boys to develop confidence, friendship and social skills;
- The Advent Christmas Carols and BBQ evening was again a successful community event.

**Programs**

- Our Year 6s paired off at playtimes in the Peer Mediation program, in which they resolved low-level conflict between students to make our playground safer and happier.
- Wellbeing Passport challenge put together by Jonny was received very enthusiastically by students with high participation from junior/middle students – and also some positive feedback from parents
- Angela completed “FRIENDS for Life’ facilitator training and ran three groups – one in junior school and two in middle school – with 16 students involved – also included parent information session.
- Angela took mindfulness session in the prep area in term 4
- Michelle Tulemija took an active role in getting the Meals Program up and running to support families in crisis and high need. Thanks to all the parents who have been involved in cooking meals or providing donations of money and the freezer and demonstrating God’s love in such a practical way.
SCHOOL PERFORMANCE

Teacher Standards & Qualifications
All teachers except one hold a tertiary qualification at degree level or higher. Of the 21 teachers (Head Count) employed at the school, there are 2 Masters Degrees, 22 Bachelor Degrees and 5 hold qualifications in Lutheran Theology. All teachers at St John’s Lutheran School are appropriately qualified and hold registration with the Victorian Institute of Teaching.

- Masters: 2
- Bachelor: 22
- Diploma: 7
- Grad Dip of Theol: 5
- Grad Dip: 4
- Cert IV: 1
- Certificate: 1
Total Teachers: 21
Total Qualifications: 42

Expenditure & Teacher Participation in Professional Learning

All staff members are trained in LEA’s Valuing Safe Communities to ensure compliance with the Lutheran Church of Australia (LCA) requirements for workers within the Church. New staff members to the school are trained as part of staff Induction. The staff also have been trained or updated in First Aid, Anaphylaxis management and Asthma.
During the initial staff meeting at the beginning of the year, staff members are briefed on OH&S requirements and this is revisited regularly throughout the year during staff meetings as a standing item on the agenda.


**Workforce Composition**

The workforce composition at St John’s Lutheran School consists of:

<table>
<thead>
<tr>
<th>Role</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>0.2</td>
</tr>
<tr>
<td>Head of School</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary School Teachers (inc. Kindergarten)</td>
<td>13.3</td>
</tr>
<tr>
<td>Administrative &amp; Clerical</td>
<td>0.4</td>
</tr>
<tr>
<td>Buildings/Operations/Maintenance</td>
<td>4.2</td>
</tr>
<tr>
<td>Pastoral Care</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22.625</strong></td>
</tr>
</tbody>
</table>

There are no indigenous employees at St John’s Lutheran School.

**Student Attendance at School**

The State Means for attendance are no longer available but in 2010 it was 92.94%. St John’s students attended school 92.35% of the time which is slightly lower than the State Mean.

St John’s takes attendance seriously and as such expects that parents notify the school of a child’s absence and present a written notification of the reason for absence on return to school. Parents/care givers are contacted by phone if the school is not informed of a child’s absence. Unexplained absences are followed by communication with parents/care-givers to explore ways in which the issues can be resolved. Parents are informed of high levels of overall attendance through school reports.

These figures may vary from that on the My School website as that figure is determined over a time limited audit.
Senior Secondary Outcomes
There are no Senior Secondary Students at St John’s Lutheran School.

Student Outcomes

Percentage of Students Achieving At or Above the National Benchmarks

Each year, all students in Years 3, & 5 are required to sit the NAPLAN (National Assessment Program in Literacy and Numeracy) in Reading, Language Conventions – Writing, Spelling, Grammar & Punctuation and Numeracy to establish the proportion of students achieving the national benchmarks.

The NAPLAN tests are part of a suite of diagnostic tools that are used to inform teacher observations and assessments.

Year 3 children performed well in 2015 with 100% of children ‘At or Above’ the National Minimum Standard in all areas; Reading, Writing, Spelling, Grammar and Numeracy.

Results for Year 5 were also strong with the students achieving 100% ‘At or Above’ the National Minimum Standard in Reading, Writing and Numeracy, with 1 student not achieving the NMS in Spelling and Grammar.

Parent, Student and Teacher Satisfaction
This information summarises the views held by staff and a selection of students and parents at our school during May 2015 when the survey was conducted.

The three summary indices are on a scale of 0-100: staff school climate index, student teaching and learning index; and, a parent satisfaction index.

These are the schools actual scores that have been standardised to a 0-100 scale, in other words they do not represent where the school sits in relation to other Lutheran Education Australia schools, or a percentage of respondents.

Staff Climate:  The Staff Climate aggregate indicator assesses the core components of school climate that are known to underpin the quality of teaching and learning, student engagement in learning, and student wellbeing in schools. This aggregate indicator is calculated using the following seven modules of the Better Schools Staff Survey: Supportive Leadership, Role Clarity, Teamwork, Empowerment, Ownership, Appraisal & Recognition, and Professional Growth.

The staff has a lot of energy and passion for the school, giving feedback to each other, working together effectively and teachers feel that student safety in the playground is positive.
Staff Teaching Climate: The Teaching Climate aggregate indicator assesses the school’s team-based practices and teaching and learning environment, including how the staff works together on student management and curriculum processes in the school and also the way staff create an effective teaching and learning environment for students. It is calculated using the following eight modules of the Better Schools Staff Survey: Student Management, Curriculum Processes, Student Motivation, and Respect for Students, Parent Partnerships, Teacher Confidence, Engaging Practice, and Quality Teaching.

The Staff Teaching Climate continues strongly. Learning at St John’s is very good and the quality of teaching is high.

Student Engagement: The Student Engagement aggregate indicator assesses student wellbeing, the quality of teacher-student relationships and student engagement in learning. It is calculated using the following three components of the Better Schools Student Survey: Emotional Wellbeing (Student Morale, Student Distress and Connectedness to School); Teacher Relationships (Teacher Empathy, Purposeful Teaching and Stimulating Learning); and Engagement in Learning (Learning Confidence, Student Motivation and Connectedness to Peers).

Students at St John’s love the school and they feel very connected to it. They feel that the Quality of Teaching is excellent and feel strongly that learning at St John’s is stimulating.

Community Engagement: The Community Engagement aggregate indicator focuses on parent involvement in the school and their child’s education. It is calculated using the following four modules of the Better Schools Parent Survey: Approachability, Parent Input, Reporting and School Improvement.

Parents at St John’s are confident that the teachers at the school are approachable and the learning they organize and deliver is stimulating. Parents also feel that classroom behavior at St John’s is a strength.

Staff Absence

Teacher absence for 2015 was well below the SJLS 5 Yr progressive Average of 6.95 days/teacher with average days absent/teacher at 5.13 days. School Officer absence was higher than the 5Yr Progressive Average of 7.17 at 9.99 days/officer. This was mostly due to an extended absence of one staff member through illness.
Post School Destinations
St John’s Lutheran School is a Primary School and kindergarten and although this category is only required for Year 12 students, it has been the practice over many years to track where our students enrol for secondary education.

<table>
<thead>
<tr>
<th>Destination</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Schools</td>
<td>Increase 12.6%</td>
</tr>
<tr>
<td>Geelong Lutheran College</td>
<td>Decrease 1.5%</td>
</tr>
<tr>
<td>Catholic Schools</td>
<td>Decrease 8.4%</td>
</tr>
<tr>
<td>State Secondary Colleges</td>
<td>Decrease 6.3%</td>
</tr>
<tr>
<td>Relocation – Interstate etc.</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>Increase of 3.6%</td>
</tr>
</tbody>
</table>

St John’s school continues to support the growth of Geelong Lutheran College by encouraging the year 6 children to consider Geelong Lutheran College for Secondary School from Year 7.

Although there was a slight decrease in movement from St John’s to GLC in 2015, our actual target is 65% of St John’s graduates each year, which is the equivalent of 1 full class of Year 7 students at GLC. In 2015 25% of St John’s graduates enrolled at GLC.
School Income

STATEMENT OF FINANCIAL PERFORMANCE
FOR THE YEAR ENDED 31 DECEMBER, 2015

INCOME SOURCES

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Tuition Fees</td>
<td>$913,469</td>
<td>31.38%</td>
</tr>
<tr>
<td>Operating Grants</td>
<td>$1,830,267</td>
<td>62.87%</td>
</tr>
<tr>
<td>Capital Grants</td>
<td>$0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Donations - Capital and Other</td>
<td>$17,097</td>
<td>0.59%</td>
</tr>
<tr>
<td>Interest and Other Income</td>
<td>$110,175</td>
<td>3.78%</td>
</tr>
<tr>
<td>Canteen Trading</td>
<td>-$4,273</td>
<td>-0.15%</td>
</tr>
<tr>
<td>Clothing Shop Trading</td>
<td>$253</td>
<td>0.009%</td>
</tr>
<tr>
<td>Kindergarten Trading Account</td>
<td>$10,994</td>
<td>0.38%</td>
</tr>
<tr>
<td>Net Investment Property</td>
<td>$33,366</td>
<td>1.15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$2,911,348</td>
<td></td>
</tr>
</tbody>
</table>

Income Sources 2015

- Net Tuition Fees
- Operating Grants
- Capital Grants
- Donations - Capital and Other
- Interest and Other Income
- Canteen Trading
- Clothing Shop Trading
- Kindergarten Trading Account
- Net Investment Property
SCHOOL CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Address</th>
<th>33 Aberdeen Street, Newtown. 3220</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Gary Jewson</td>
</tr>
<tr>
<td>Head of School</td>
<td>Brian Schultz</td>
</tr>
<tr>
<td>School Council President</td>
<td>Andrew Eichler</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Andrew Dowd</td>
</tr>
<tr>
<td>Telephone</td>
<td>(03) 5221 5221</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:admin@stjohns.vic.edu.au">admin@stjohns.vic.edu.au</a></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.stjohns.vic.edu.au">www.stjohns.vic.edu.au</a></td>
</tr>
</tbody>
</table>