



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



St John Vianney's Primary School Waramanga

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Principal

Mrs Vicky van der Sanden

Section One: Message from Key Groups in our Community

Principal's Message

St John Vianney's is an integral part of the St Jude and St John Vianney Parish in Weston Creek. Our Vision Statement is central to the Catholic ethos and is manifested in right relationships: "St John Vianney's is a vibrant, welcoming community. With Christ as our centre, we strive to develop the full potential of every person." Therefore, we live out the Gospel values of love and respect for all and work to impart our Catholic story to students. As well, we work to support every person in the school community in growing to become the best person possible. During the course of 2015, the school worked towards developing a school-wide pedagogy based on its Vision Logo: "Build, Belong, Become, Believe" and the Archdiocesan Principles of Pedagogy. Continuing to focus on Mathematics through the Collaborating on Student Achievement (COSA) joint initiative with Catholic Education, particularly with regard to the implementation of the Mathematics Framework and the Learning Assessment Framework (LAF), was a major area of professional development for staff. The school hosted the Catholic Schools Netball Carnival which involved the whole community and was a resounding success.

Parent Body Message

The Community Council Executive and the School Leadership Team work together on school governance. In a normal year, there are four Focus Groups within the Council: Events and Fundraising (including Sponsorship), Environment, Communication and Pastoral Care. Focus Group Leaders coordinate projects and activities which benefit the school community. In 2015 with the school hosting the Catholic Schools Netball Carnival, an additional focus group was put together to pull together the running of the carnival. And what a success it was. The Community Council Executive was elated to see the SJV community come together and contribute so much to make the carnival a success for the school and all the children and families participating from across the region. In addition to the success of the netball carnival, community volunteers and support also saw a range of successful events throughout the year such as the Bling Disco, Trivia Night, Mothers Day and Fathers Day celebrations.

Student Body Message

The Student Representative Council is formed by voting for a girl and boy from each class in Years Three to Six each semester. The SRC raised money for charities and represented the school at several important events. Year Six students were all Student Leaders who had particular roles to play in four areas: Media Mogul, Activity Activist, Eager Environmentalist and Hospitality Host. The Student Leaders successfully raised money for charities by hosting 'Sideshow Alley' for the rest of the school. The whole school raised money for our Global School Partner in Kenya by donating coins in exchange for dressing up in a decorated Christmas T-shirt. This helped to buy books and stationery for the school. A highlight of the year was the Catholic Schools Netball Carnival at which students took an active part by competing in teams and assisting parents with organisational tasks on the day as hosts of the event. During the year, students enjoyed participating in swimming, cross country and athletics carnivals and other special events such as St John Vianney's Feast Day and Enrichment sessions. Students also enjoyed attending a variety of lunchtime clubs including, drawing, Zumba and sewing.

Section Two: School Features

St John Vianney's Primary School is a Catholic systemic Co-educational School located in Waramanga.

St John Vianney's is a Catholic Primary School located in Waramanga in the ACT and is part of the St Jude and St John Vianney Parish in Weston Creek. The school caters for students from Kindergarten to Year 6 and has a current enrolment of 191 students.

St John Vianney's Primary School was founded by the Sisters of Mercy in 1971. Currently, classes are structured in multi-age groupings beyond Kindergarten combining Years 1 and 2, Years 3 and 4 and Years 5 and 6. An Early Learning Centre has been established on the grounds of St Jude's school – our sister school in the parish. St John Vianney's enjoys a warm relationship with the Early Learning Centre with parents and staff reciprocally supporting one another in the context of it being a regional centre. St John Vianney's school accepts in area enrolments from the ELC.

In recent years, many changes have occurred to the physical appearance of the school as a result of internal refurbishments and improvements to external spaces. The school has responded to educational trends over time through works undertaken to bring learning and outdoor spaces up to date. The contemporary spaces that have been created lend themselves to pedagogical practices of the 21st century in which technologies play a major part. The learning spaces allow for individual, whole class and group work that is child-centred and facilitated by the teacher. The openness and transparency of the general learning areas creates a sense of community whilst maintaining class boundaries. With the generous support of parents over time, in terms of both fundraising and physical labour, the school has seen the central courtyard transformed and a large sandpit and bright, contemporary additional fixed play equipment installed.

The parent community is highly active and involved in the total life of the school and their contributions are highly valued by the staff. There are many opportunities for parents to be involved including: membership of the Community Council; leading or working within Focus Groups for school improvement; pastoral care and social and community events; participation in prayer celebrations, Masses and assemblies; volunteering in the canteen or assisting with classroom, library, clubs, carnivals, specific sports, enrichment or extra-curricular programs. An example of a highly successful partnership is the Catholic Schools Netball Carnival which required a team of parents to work with the staff for a year prior to the event. The Carnival was a great success with more than 1400 students participating from across the Archdiocese. It also had the effect of enhancing community spirit and raising much needed funds for our small school.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

The religious dimension of the school is integral to developing the uniqueness and potential of every student and is manifested in the Religious Education Curriculum, the celebration of Masses and Prayer Celebrations as well as in relationships, daily interactions and the day to day business of the school. Religious Education is programmed according to the *Treasures New and Old* Curriculum of our own Canberra and Goulburn Archdiocese. The Australian Curriculum is used by all teachers for programming all other subjects. The school strives to provide a safe, secure and caring environment and works to develop effective partnerships with parents, families and the wider community.

The school takes its role in the new evangelisation seriously and seeks to provide a link to the Parish and the church for its families. Some prayer celebrations, such as those for specific grades and the whole school, are held on school premises or in the church building and the whole school regularly attends the weekly parish Mass. Over time, an increasing number of parents has joined the school community on these occasions.

St John Vianney's is a small school with a big heart and does all it can to support charities and assist those less fortunate both within its own community and across the globe. The school often holds up the life of the school's patron saint, St John Vianney, as an example as he lived a simple life devoted to God and worked for the good of others. It is explained to the students that learning did not come easily to St John Vianney and that he had to 'try, try and try again' until he succeeded. Whilst the staff want all students to succeed, they are concerned more with effort and commitment and with wanting each student to do the best they can to achieve in their own unique way. Staff are also focused on students becoming well-rounded individuals who develop their God-given talents to their full potential and become active, informed, engaged and morally courageous citizens of the world.

The ultimate aim of the school is for students to learn in an authentically Catholic environment that is safe, respectful and stimulating and where they are given every opportunity to form a close relationship with the Lord.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
119	103	22	222

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

Student Attendance Rates

The average student attendance rate for 2015 was 94.16%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93%
Year 1	94%
Year 2	93%
Year 3	94%
Year 4	95%
Year 5	95%
Year 6	95%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the

- consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
 - documented plans are developed to address the needs of students whose attendance is identified as being of concern;
 - the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
18	9	27

* This number includes 11 full-time teachers and 7 part-time teachers.

Percentage of staff who are Indigenous	4%
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Professional Learning

During 2015, the whole staff undertook the following professional learning:

- Mathematics in the Primary Classroom
- Review of Agreed Practices and familiarisation with Nationally Consistent Collection of Data for School Students with a Disability process and Disability Standards for Education e-learning module
- Spirituality for staff and students - Retreat

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	56%	48%	8%	11%
	Writing	60%	47%	0%	7%
	Spelling	31%	41%	11%	15%
	Grammar and Punctuation	47%	52%	14%	11%
	Numeracy	39%	34%	8%	15%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	41%	34%	9%	18%
	Writing	23%	19%	18%	18%
	Spelling	32%	33%	9%	15%
	Grammar and Punctuation	36%	36%	5%	17%
	Numeracy	23%	28%	14%	16%

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

Many priorities outlined in the 2015 Annual Improvement Plan were met with a very high degree of success including: Continuation of the School Improvement Project with a focus on assessment strategies, consolidation of the classroom observation and mentoring program, completion of professional learning in *First Steps Spelling*, finalisation of the school-wide pedagogy through the IDEAS process, provision of a 'parents as tutors' program, continuation of links with the companion school and Early Learning Centre in the parish, and full engagement with staff regarding the Professional Standards and accreditation processes associated with the Teacher Quality Institute and with Religious Education through Catholic Education.

A Leadership Camp for the multi-age Year 5/6 classes was experienced for the first time. Students attended Kianniny in Tathra early in the first term with grades completing separate leadership development programs within the one Camp. An intensive period of enrichment activities conducted in family groups and based on the multiple intelligences was conducted in the first week of Terms 2 and 4. A disabled access ramp was also installed at the school entrance.

Priority Key Improvements for 2016

Three key goals for the 2016 school year are:

1. For teachers to use data to diagnose foci for teaching and learning and to reflect this in their programming.
2. To improve spelling across all grades and for student writing to show evidence of the transference of skills and for NAPLAN results to show growth in the coming years.
3. To promote a culture of inquiry and innovation where creative exploration and independent learning are valued.

To achieve these goals, the following strategies will be put in place:

- Professional Learning Day January 28, 2016 – *Using Assessment in Mathematics to Improve Pedagogy*
- Ongoing work throughout the year with a Catholic Education Officer and teachers working together to teach, assess, analyse data and program according to findings
- Development of a revised Spelling Agreed Practice including a Scope & Sequence
- Inclusion of *Spellodrome* through ICT lessons
- Development of an Agreed Practice for Inquiry Based Learning
- Professional Learning in the use of apps for digital devices
- Professional Learning in the pedagogy of digital integration
- A trial of school owned digital devices in Years 5/6.

Section Eight: School Policies

Student Welfare Policy

Student welfare is a priority of the school. The Student Management and Anti-Bullying Policies were reviewed by the Community Council Executive and updated in 2014. Slogans to promote expectations of student behaviour are visible throughout the school and repeated often at assemblies: 'Everyone has the right to feel safe here. Everyone has the right to respect and fair treatment. Everyone has the right to learn.' A student charter forms the basis of the policies which are founded on Gospel values. The policies include rules, rights, responsibilities and routines as well as behaviour management plans, the school-wide approach, responses and strategies.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the school's Student Management Policy as well as the Anti-Bullying Policy is available from the Front Office or on the school website: www.sjv.act.edu.au

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The school follows the Catholic Education Policy as listed on the CE website. The policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. All complaints are treated seriously, dealt with as soon as practicable and conducted in a fair, impartial and professional manner. In appropriate cases, a third party may be appointed to make inquiries in relation to or to investigate the complaint. In some cases, it may be appropriate or mandatory for the CE or school to notify external agencies about a complaint. E.g. the relevant teacher registration authority, the police, the child care and protection authority or other relevant government department.

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

The Catholic Schools Netball Carnival was hosted by the school in October 2015. This was a once in 20 year opportunity to raise significant funds. The entire parent community was involved in one way or another and a large planning committee was in place for a year prior to the event. Planning and hosting the event contributed greatly to enriching relationships and enhancing the community spirit of the school, not to mention the coffers. Through a variety of means including surveys, council meetings, observations, anecdotal evidence and written and verbal feedback, the school has ascertained that parents are generally happy with the education that their children are receiving via the curriculum and co-curricular offerings. They are also highly satisfied with the professionalism of the staff and their welcoming, pastoral approach. Parents have indicated that they appreciate the sense of community, the welcoming and caring atmosphere and the respectful relationships that exist within the school. They have also indicated appreciation for, and trust in, the high level of care that the staff take of their children. Parents appreciate that children feel safe and enjoy attending school.

Student Satisfaction

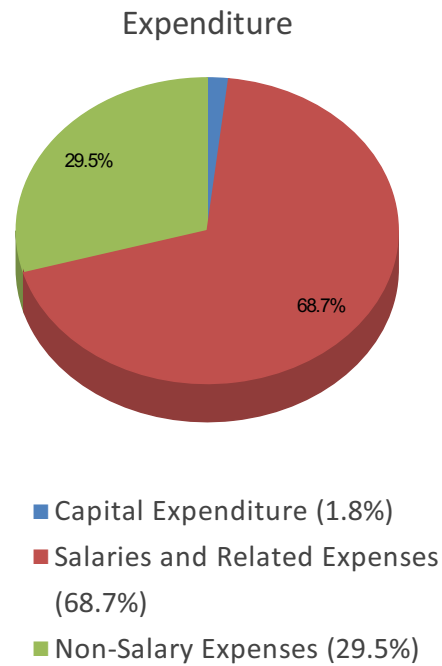
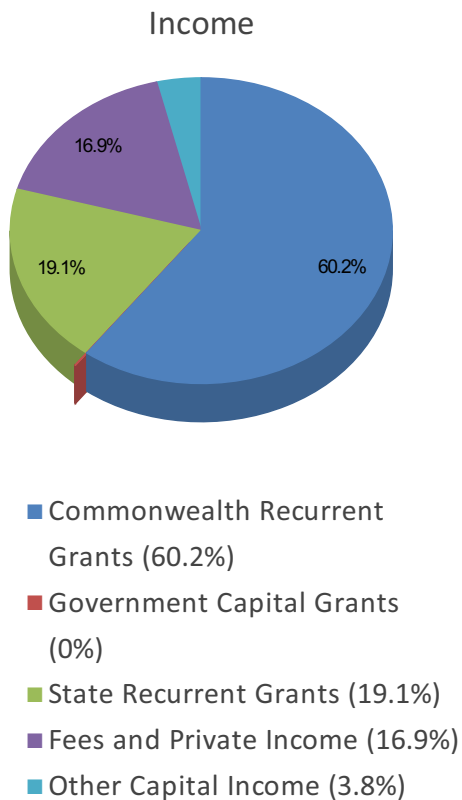
The students show great pride in their school. They show great enthusiasm for initiatives and school activities and represent the school with honour when required to attend externally hosted events. The Year 6 Leaders volunteer to provide tours to visitors on Open Days and during the enrolment period and keenly show off their school. Visitors always comment on the fact that they are the best advertisement possible for the school. The Student Representative Council meets regularly with the whole student body and reports high levels of satisfaction with the activities and initiatives in which they are able to participate. The students also express satisfaction with the response and the support from the staff in being able to implement new initiatives and take responsibility for these. Students generally show a high level of trust in the staff and enjoy warm relationships with them. They show genuine enjoyment of school and report that they feel cared for, safe and supported by the staff.

Teacher Satisfaction

Towards the end of the school year, staff complete an evaluation survey. The survey results indicated that teachers are satisfied with the design and method for programming. They expressed that the Collaborating On Student Achievement project in Mathematics has assisted to improve teaching and provided mentoring opportunities and that they feel well supported by the Catholic Education Mathematics Framework. Teachers feel that the consistency across the school in terms of the multi-age approach and in the use of integrated units is beneficial. Teachers are generally very happy with the co-curricular offerings and expressed overall satisfaction with the resources they have available to them.

Teachers feel they have opportunities to lead if they wish and that Professional Learning has been appropriate and supportive of their learning goals. Staff feel they do have a say in what happens and that their voices are heard. Teachers are proud of the collegial nature of the staff and of the sense of community that exists at the school in terms of staff, parent and student relationships and the school culture. All staff expressed being either satisfied or highly satisfied with their work.

Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,773,788
Government Capital Grants ²	\$724
State Recurrent Grants ³	\$563,178
Fees and Private Income ⁴	\$496,694
Other Capital Income ⁵	\$110,872
Total Income	\$2,945,256

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$52,207
Salaries and Related Expenses ⁷	\$1,997,597
Non-Salary Expenses ⁸	\$855,854
Total Expenditure	\$2,905,658

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture

and Equipment.

7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.