



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



St John Vianney's Primary School Waramanga

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Principal

Mr Peter Rodda

Section One: Message from Key Groups in our Community

Principal's Message

At St John Vianney's we believe in 'doing ordinary things extraordinarily well'. We give children opportunities to excel in numeracy and literacy and STEM based subjects. Currently we are formulating a STEM based approach to all school activities, rather than just espousing a day a year approach. We feel it is also important to be outstanding citizens and as such promote good behaviour through our School Wide Positive Behaviours Program which focuses on how children exemplify best practise rather than where deficiencies may lie.

Parent Body Message

The Community Council Executive and the School Leadership Team worked productively together in 2017 relating to school governance, underpinned by our focus groups of:

- Events and Fundraising, Environment, Communication & Pastoral Care

In 2017 coordinated projects benefited the school community with an added focus to increase parent involvement at School Working Bees. This was very successful with approximately 25% participation rate throughout the year. The introduction of fun focussed activities for students on the day made it easier for parents to participate.

Our fete this year was a highlight with over \$25 000 raised. The Community Council Executive was elated to see the SJV community come together and contribute to make the fete a success.

The SCC would like to make special mention of Father Brannelly and the SJV staff. Throughout the year, Father provided key support in getting the Council's message out to the greater community, resulting in increased participation from parishioners and community.

In 2017 there was a focus on driving new enrolments. This initiative was led by our new principal Peter Rodda and was supported by Parents, Teachers, SCC and Catholic Education.

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 was especially successful in raising money through the Easter Egg Raffle. 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 during our school fete. 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 Year 5/6 Camp, which was held in Tathra. The children especially enjoyed the aspects of team building and cooperative play. During the year, students enjoyed participating in swimming, cross-country, 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, coding 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 also 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 185 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. The enrolment areas for our school are Waramanga, Fisher, Rivet, Weston (shared with St Jude's), Chapman and Stirling. The students who attend the ELC from these areas are directed to attend St John Vianney's Primary school. 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.

Section Three: Catholic Identity and Faith Formation

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

Religious Life & Religious Education

Currently our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*. At the moment the school is actively engaged as a staff to adapt an inquiry based method for a new curriculum. This new curriculum will be rolled out by the CE over a three year period.

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. Currently the school has started using Christian Meditation with the staff and students and this is actively supported by our Parish Priest Father Michael.

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 2017:

Girls	Boys	LBOTE*	Total Students
110	76	16	186

* 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 2017 was 93.27%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95%
Year 1	91%
Year 2	94%
Year 3	94%
Year 4	92%
Year 5	93%
Year 6	94%

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 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
16	7	23

* This number includes 10 full-time teachers and 6 part-time teachers.

Percentage of staff who are Indigenous	5%
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Professional Learning

During 2017, the whole staff undertook the following professional learning: STEM Education in the Primary Classroom – Qwestacon and School Wide Positive Behaviours Program – Catholic Education Review of Agreed Practices and Spirituality Retreat for staff and students.

All teachers are qualified as required by the relevant authorities.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	71%	52%	0%	10%
	Writing	58%	45%	0%	8%
	Spelling	46%	46%	13%	13%
	Grammar and Punctuation	63%	56%	0%	11%
	Numeracy	41%	40%	5%	11%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	50%	37%	11%	15%
	Writing	22%	16%	11%	19%
	Spelling	11%	34%	16%	14%
	Grammar and Punctuation	21%	34%	16%	18%
	Numeracy	22%	28%	17%	15%

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 2017

Goals that were set and achieved in 2017 include:

Attending and fully participating in Professional Learning for the School Wide Positive Behaviour Program and the Questacon STEM workshop.

To reduce the amount of behaviour modification reflection sessions by students spent with executive. Reduced executive conversations with all staff regarding consistent approach to behaviour management.

Facilitate whole staff meetings, workshops and one-on-one teacher training. Using BYOD and associated applications as a resource for STEM education.

Increase Numeracy growth for middle and high achieving students to reveal the potential of each student.

To continue to embed Investigations in mathematics as formative assessment for learning

To make mathematical language and problem solving processes evident

Priority Key Improvements for 2018

Our goals for 2018 are focussed on improvements in Teaching and Learning. Beneath each main goal are practical ways that the school can measure its success.

1. Using a common understanding of the SJV School Wide Pedagogical statements to inform and improve practice.

- To attend and fully participate in Professional Learning to unpack and create a common understanding of the 4Bs.
- Identify teaching practices that reflect our common understanding of the 4Bs.
- Programs reflect understanding of the 4Bs.

2. All staff and students to enact the 'Belong' focus of School Wide pedagogy through a focus on collaboration and coaching.

- Staff and students have a common understanding of what collaborative communities look like at SJV.
- Using the 4Bs to revise and implement the policy on coaching and collaboration.
- Increased involvement of the Parish and local community in the school.

3. Build our knowledge and understanding in implementing inquiry based learning.

- Staff and students have a common understanding of Inquiry learning.
- Using the 4Bs to evaluate and establish agreed practice in student centred inquiry
- Developing inquiry strategies to implement differentiation and varied assessment.

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: 'We all have the right to feel safe here. We all have the right to respect and fair treatment. We all have 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 Archdiocese of Canberra & Goulburn Catholic Education has established a Complaints Policy which is implemented by all systemic schools in the Archdiocese. Addressing matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ. The CE monitors the implementation of this policy. The full text of the Complaints Policy may be accessed on the CE website at <https://cg.catholic.edu.au>. The school follows the 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, fairly and confidentially. All complaints are treated seriously, dealt with as soon as practicable and conducted in a fair and impartial and professional manner. In appropriate cases, a third party may be appointed to make enquiries 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.

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

Towards the end of 2017, an independent body issued a school wide Parent Satisfaction Survey to all members of the community. Over sixty percent of parents responded which is considered to be an excellent response rate. Parents felt strongly about the fact that their child was safe at the school and that the staff was interested in their child. Parents were enthusiastic about the way the school celebrates student achievements and that they felt welcome and part of a caring community, with many opportunities to be involved in school life. The parents believed that the Catholic identity was strong and when taking into consideration all questions put to them, parents would be more than happy to recommend St John Vianney's to other prospective parents.

Student Satisfaction

The same survey as above aimed at students was also overwhelmingly positive. Students reiterated much of what their parents had stated. They felt safe at school and would recommend St John Vianney's to other prospective students. They felt that their teachers cared for them and encouraged them to do their best, feeling that the whole staff and Principal was always approachable. They believed that the teacher's help them set their learning goals and give them support to reach them.

A high point of the survey for staff is that the children stated that their school encourages them to care for others and that it prepares them to be good community members.

Academically challenged students who can be global citizens that take on responsibility for their own actions, looking to better themselves are what we strive for St John Vianney's Primary school.

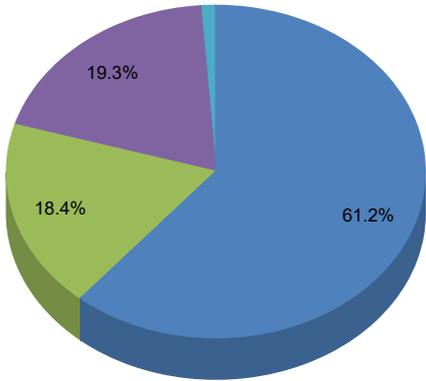
Teacher Satisfaction

In the 2017 teacher survey, teachers remarked that they received a high amount of satisfaction from working at St John Vianney's Primary School. Teachers felt they had the resources to do their job well and would recommend our school to prospective employees. In tune with the parents, the teachers believed that student achievement was celebrated and that Catholic identity was strong throughout the school.

The staff believed that there is a climate of life-long learning that encourages professional development and improvements in practice. Teachers believed that there was a strong focus in the use of information technologies.

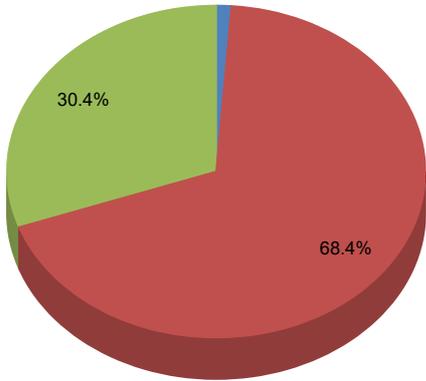
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (61.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.4%)
- Fees and Private Income (19.3%)
- Other Capital Income (1.2%)

Expenditure



- Capital Expenditure (1.2%)
- Salaries and Related Expenses (68.4%)
- Non-Salary Expenses (30.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,809,597
Government Capital Grants ²	\$532
State Recurrent Grants ³	\$543,681
Fees and Private Income ⁴	\$569,973
Other Capital Income ⁵	\$34,020
Total Income	\$2,957,803

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$34,552
Salaries and Related Expenses ⁷	\$2,028,590
Non-Salary Expenses ⁸	\$902,722
Total Expenditure	\$2,965,864

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.