St John Vianney's Primary School, Doonside
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Introduction

About the Annual School Report

St John Vianney’s Primary School is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2017 and gives information about the 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.
**Key Messages**

**Principal**

I am proud to present to you the 2017 Annual School Report for St John Vianney's Primary School, Doonside.

St John Vianney's Primary School is a two stream coeducational Catholic school in the Diocese of Parramatta. At St John Vianney’s Primary School we share in the mission of Christ. Our school motto, *I Will Show You the Way to Heaven*, reflects the shared commitment of our school community to know, love and serve God. The partnership between home, school and parish is integral in nurturing a love of our God. Our school is a place where gospel values and beliefs permeate, resulting in a climate where students feel safe, secure, accepted and loved.

We are a welcoming Catholic community where gospel values and beliefs are visible in all aspects of school life. These values are modelled by staff in their interactions with one another, with students and with parents. Our pastoral care is based on the belief that a Catholic school is a faith community of love which is characterised by justice, tolerance, forgiveness and respect for each other. This culture is the foundation upon which our students can develop and enjoy an enriching, challenging and fulfilling education. St John Vianney's Primary School is a school that values quality learning and teaching, built on strong relationships between students, teachers and parents in a safe, nurturing and stimulating environment.

At St John Vianney's Primary School the students are provided with learning experiences which empower them to be responsible, reflective and independent lifelong learners, in a safe environment, where the use of technology is embedded into classroom practice. Our school has been recognised by the wider community through the achievement of national awards in literacy and numeracy. Each year, for the past five years, our Stage 3 students have been state winners of the Department of Veterans' Affairs ANZAC DAY Schools' Award in the Primary School category.

**Parent**

The Parents and Friends Association (P&F) actively promotes the public image of St John Vianney's Primary School by bringing together parents, students, clergy and staff in a spirit of collaboration and close cooperation.

In 2017 the partnership between the school and the P&F allowed for funds to be raised for learning and teaching resources and school improvements. The provision of essential resources enhanced the students' school experience. Resources provided in 2017 included additional reading resources for all Stages, new barbecues for fundraising and community events. The P&F also subsidised the cost of the Year 6 day out by paying for the bus charter. The P&F paid the entry fee for students' art work to be entered into the Operation Art competition. To celebrate Fathers Day, the P&F organised a scrumptious barbecue breakfast with all the trimmings, which was very well attended and provided an opportunity for parents to meet in an informal setting in the school grounds.

Parents were involved in the life of the school in many ways, including attendance at morning assembly; term 1 parent information evening; attendance at curriculum and reporting information sessions; P&F meetings; parent/teacher conferences; fundraising; oral comprehension program; sport days; excursions; Transition to School program; sausage sizzles; cake, ice block and fruit stalls; attendance at various assemblies and liturgies; and presenting information at the Kindergarten information evening.

**Student**

'As school captains and student council members of St John Vianney's Primary School we were honoured to take a leadership role in our school. We love and are proud of our school because of all the opportunities we have had to be involved in activities like: Operation Art, T2 Milo cricket day, Captivate choir, and the GRIP Young Leaders’ Day. We are very proud of our school’s achievements. We have been state winners for five years in a row in the ANZAC Day competition awards and have achieved three awards for our remembrance gardens. We are also proud of our teachers who have given us the best education possible.'

Student leadership roles included:
- leading the school in prayer each morning
leading the midday Angelus prayer
preparing and leading merit and 'student of the term' assemblies
assisting with liturgical and special assemblies
raising student awareness of policies within the school
acting as role models for all students
taking suggestions to the school leadership team eg 2017 African Drum and Dance performance
encouraging all students to do their best
welcoming visitors to the school
assisting with the coordination of fundraising for Social Justice initiatives - Mission Australia and Caritas
organising Student Council roles via a job roster
Who we are

History of the school
St John Vianney's Parish School was established in 1986 when it opened with two classes, Kindergarten and Year 1, with a total enrolment of 68 students.

In 1989 the first lay principal was appointed. By 1992 all classroom construction was completed. The new administration block was completed in October 2000. In 2002 a major fundraising project was initiated to air condition all learning spaces and by 2005 this goal was achieved. The provision of Federal Government funding enabled the completion of the multi-purpose space in 2011 which now provides a facility for whole-school gatherings, collaborative learning and parish functions. By the end of 2016, Apple TVs, iPad Pros and Ipevo document cameras were provided for all learning spaces, the library and learning support. (16 in total). In 2017 the Years 4 to 6 introduced BYOD (bring your own device) and Chromebooks were provided to the school by the Catholic Education, Diocese of Parramatta (CEDP) for Years 3 to 6. The school purchased additional Chromebooks and iPads to equip students for 21st century learning in an interactive and stimulating learning environment. Each learning space is now well equipped with devices on a 2:1 ratio.

Towards the end of 2017 a section of the playground was upgraded with new artificial grass marked with coloured handball courts, outdoor chess and draught boards and sandstone block surrounds to provide additional outdoor seating for students.

Location/drawing area
St John Vianney's Parish School is located in Cameron St, Doonside. It has been on this site since 1986 and draws students from Doonside, Woodcroft, Edgewood, Bungarribee and surrounding areas. The school serves the parish of St John Vianney, Doonside. The school is within walking distance from Doonside Station and is serviced by local buses. Most students are driven to school by parents or carers.

Nearby Catholic secondary schools include St Andrew's College, Marayong (co-ed); Nagle College (girls); Patrician Brothers' College, Blacktown (boys); St Agnes Catholic High School, Rooty Hill (co-ed); St John Paul II Catholic College, Schofields (co-ed); and St Clare's Catholic High School, Hassall Grove (co-ed).
## Workforce Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>27</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accredited to teach Religious Education</td>
<td>25</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>8</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2017</td>
<td>94</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>80</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

In 2017 school began each day with prayer led by members of the student leadership team. Celebrations were held for the seasons of Lent, Easter, Pentecost, Advent, Christmas and St John Vianney's Day. Prayer focus and sacred spaces were used for prayer each day in classrooms. All staff and parent meetings began with prayer. Staff prayer was led by staff members each fortnight and the merit assembly prayer and the Angelus were led by the student leaders. Welcome Assembly, Ash Wednesday, Holy Week, Easter, Mothers Day, Fathers Day, Catholic Schools Week, Grandparents Day and Year 6 Graduation, Advent and Christmas have been celebrated every year.

All Primary students attended parish mass every Thursday. Students in Years 3 to 6 received the Sacrament of Reconciliation each term. Years 3 to 6 attended mass to celebrate holy days and special feast days.

Each grade led the preparation and presentation of liturgies, focusing on the liturgical seasons and special events. During Catholic Schools Week students participated in a special liturgy to welcome Kindergarten students, new students to Years 1 to 6 and new staff members. Parents and friends were invited to this liturgy which was followed by a morning tea and an invitation to visit classrooms.

Prior to Holy Week each class had an allocated time in the school library, where the events of Holy Week were depicted, for reflection and prayer, led by their class teachers. Parents were invited to join their child's class for this prayer time. Each Monday at lunchtime, students had the opportunity to pray the Rosary which was led by parish volunteers.

In October, the student leaders accompanied by the school principal, assistant principal and Religious Education co-ordinator, attended the Diocesan Mission Mass held at St Patrick's Cathedral, Parramatta. After Mass, students browsed the Social Justice Expo where schools showcased what they had done to support Catholic Mission.

Social Justice

During Lent 2017, students, their families and staff supported the work of Caritas through Project Compassion. In October (Mission Month), the school held a Pyjama Day to raise funds to support the work of the Mary MacKillop Institute (MMI) an international aid and development organisation of the Sisters of St Joseph. Their work is in the areas of education, health and livelihoods in local communities throughout Timor-Leste, Peru and Papua New Guinea. Their program aspirations are that all members of the community can read and write, enjoy good health and have sustainable livelihoods. The school staff also contributed to support a number of families in our school community where serious issues have impacted on the well being of family members. This support was provided through the preparation of meals and the purchase of vouchers for the family.

School home and parish partnerships

Our partnership with the parish strengthened the Catholic identity of our school in many ways. Senior students were trained by the parish priest to be altar servers. Students attended the Junior Legion of Mary. Each Monday students had the opportunity to come together during lunchtime to pray the Rosary which was led by parish volunteers.

The parish priest and assistant parish priest attended special events such as the Year 6 Graduation and Welcome Assembly and visited classrooms. They also made regular visits to classrooms. The St John Vianney's Catechism was used to complement our Religious Education program. Students, prepared for Sacraments through parish programs, were acknowledged at assemblies and in the school newsletter.

Parent involvement included:

- joining in the morning assembly prayer each day
- attendance at all school assemblies and liturgies
- reading in the infants' grades
- Oral Comprehension program
- excursions and sporting events
- parent information night in term 1 to outline the year's program
- parent/teacher conferences
- information meeting for Kindergarten parents
- attendance at curriculum and reporting information sessions
- school transition group for the 2018 Kindergarten students
- parents and friends meetings and fundraising events
- class daily prayer and reflection in Holy Week, focusing on each event of the Easter story

**Religious Education**

The Diocesan Religious Education syllabus, *Sharing Our Story*, was used from Kindergarten to Year 6. Teachers developed pathways to teach each unit so the learning and teaching strategies catered for the readiness of each group.

Our school used a variety of resources for our Religious Education program to provide a solid foundation of knowledge about our Catholic faith. These included:
- *Sharing Our Story* (Parramatta Diocese)
- *Senses of Scripture* (Parramatta Diocese)
- *To Know, Worship and Love* (Sydney Diocese)
- St John Vianney's Parish Catechism (parish resource)
- *Exploring Scripture* kits (Parramatta Diocese)

The liturgical seasons of Lent, Easter, Advent and Christmas were celebrated with specially prepared liturgies. The student body, as well as parents and visitors, attended these liturgical celebrations.

**Professional Learning of staff in Religious Education**

Staff professional learning in Religious Education in 2017 focused on teachers deepening students’ knowledge of Scripture. Staff professional learning involved building a deeper understanding of the *Senses of Scripture*. Teachers implemented this understanding to co-construct learning intentions and success criteria using each of the senses (literal, spiritual and application), to allow for a greater understanding and contextualisation of Scripture, and to display how it could be acted upon in our everyday lives.

All staff at St John Vianney's Primary School participated in a staff formation day focusing on prayer and contextualising Scripture.

The day was facilitated by a teacher educator from Catholic Education, Diocese of Parramatta, and the school Religious Education coordinator.
National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2017. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>98</td>
<td>92</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
<td>95</td>
</tr>
</tbody>
</table>

St John Vianney’s results showed excellent gains and growth for our students. Our Year 3 averages were extremely impressive in all areas of reading, writing, spelling, grammar and punctuation, and Numeracy, obtaining results that were well above the national averages.
Our Year 3 students have achieved:
- second in the Parramatta Diocese - writing
- third in the Parramatta Diocese - reading
- fourth in the Parramatta Diocese - numeracy

Overall our Year 5 students made significant individual growth and positive gains in a majority of areas. Our Year 5 students also stood above the national minimum standards in all areas.

School curriculum
Quality teaching and learning programs were offered in the seven Key Learning Areas.

Additional teaching and learning programs:
- The students identified with learning difficulties were supported by the Learning Support team comprised of a full-time specialist learning support teacher and learning support teacher assistants.
- Special art classes were held for our talented students. Entries were submitted to the Operation Art competition.
- The Literacy Support team provided support to students with a variety of needs.
- Support was also provided for Kindergarten to Year 2 students through daily guided reading groups.
- The Extending Mathematical Understanding (EMU) specialist teachers supported students in Year 1 and the primary grades in numeracy.
- The Reading Recovery teacher supported Year 1 students with reading difficulties.

The Kindergarten Orientation program included:
- parent/child/teacher/conference
- student school visit
- Oscar and Samantha school transition group which ran for five weeks in term 4, on Friday mornings. Students and new parents had the opportunity to become familiar with school surroundings and routines.
- Kindergarten information evening for parents

New students to the school in Years 1 to 6 joined the ‘changeover’ afternoon, where they had the opportunity to meet their teacher and classmates for 2018.

The school was involved in many co-curricular activities to provide for the diverse interests and needs of our students and to enrich learning opportunities such as:
- Premier’s Reading Challenge
- Voice of Youth
- International Competitions and Assessment (ICAS) in Digital Technologies, Science, Spelling, Writing, English and Mathematics
- Year 6 Canberra excursion
- Kindergarten to Year 5 grade excursions
- school chess competition
- school, zone and diocesan sporting events
- Operation Art
- gardening groups
- music/dance incursion - African drumming and Dance
ANZAC Day awards submission and remembrance gardens
Captivate Primary Choir Ensemble
junior and senior choirs
Life Education

Initiatives to promote respect and responsibility
Our Mission Statement clearly articulates our values and beliefs which permeate all we do at St John Vianney's Primary School.

Other activities included:
- Our Student Management, Pastoral Care and Feel Safe policies aimed to guide the students towards responsible decision making, self control and respect for themselves and everyone in the school community.
- School captains and Student Council members addressed the student body.
- Student Council members attended the GRIP Student Leaders' Day and reported to the school community via the school newsletter.
- Year 5 and 6 students were involved in peer tutoring in the infants' classes.
- Year 4 students buddied with Kindergarten for one session per week for Mathematics.
- Students from Kindergarten to Year 6 (K-6) took part in the Blacktown RSL ANZAC DAY march and Dawn Service with great reverence and respect. The Year 6 students' candles that were presented by our school community were lit as a focus around the memorial during the service. These candles represented each of the soldiers whose names appear on the Blacktown RSL memorial.
- Primary students established a vegetable garden.
- Year 6 students buddied with a Kindergarten student for the first week of the school year.

Professional Learning
Professional learning undertaken by teaching staff included:
- analysis and interpretation of NAPLAN data
- Diocesan Strategic Intent
- school goals and action plans
- Extending Mathematical Understanding (EMU)
- Spiritual Formation Day - theme: 'The Word of God Alive in Us'
- Senses of Scripture
- learning intentions and success criteria for Religious Education (RE), literacy, numeracy
- assessment in RE
- effective use of picture books for Advent and Christmas using prompts: 'I see, I think, I wonder' to promote discussion and make connections to Scripture
- professional development for teachers aimed towards becoming more familiar with clusters and indicators on the writing continuum (aspects of writing)
- Focus 160: Writing Years 3 to 6
- agreed practice for the literacy block
- developing multiplicative thinking strategies
- using Newman's prompts
- Mathematics assessment and developing rich tasks in the domains of addition and
subtraction, and multiplication and division to promote mathematical reasoning and problem solving

- Quality Catholic Schools survey
- Information Technology - building teacher capacity to use Chromebooks and iPads as effective learning tools in the classroom
- Analysis of data from data walls to determining 'where to next?'
- Learning/instructional walks
- Canberra modules (students with disabilities)
- Discrimination, harassment and bullying
- Onguard Safety Training
- Child protection
- First aid
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Formation, Mission and Religious Education: to deepen students' knowledge and understanding of Scripture as evident from 2016 Religious Literacy Assessment (RLA) data and class assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>The goal was chosen because Scripture is central to the students’ understanding of their Christian faith. Our Year 4 RLA data showed a need for students to develop a deeper level of understanding of Scripture. Feedback from staff indicated that there was a need to develop teaching and learning further in the strand of Scripture, using the senses of Scripture and implementation of pre, mid and post assessments.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 1** | These were:  
- the Religious Education coordinator, teachers and Catholic Education Diocese of Parramatta formation personnel leading the professional learning of staff focusing on Scripture  
- providing professional learning for staff on the senses of Scripture and pre, mid and post assessments  
- students interpreting Scripture and implementing the three senses of Scripture with attention given to the spiritual sense  
- students contextualising Scripture using word walls, maps and images. |
| **Status of priority 1** | Achieved |
| Priority 2 | Literacy: for all students Kindergarten to Year 2 (K-2) to show a minimum of two clusters growth and Years 3 to 6 one cluster growth on the Aspects of Writing literacy continuum by the end of 2017 through a focus on guided writing and for vulnerable students to experience accelerated growth in line with their personal plan |
| Reason for priority 2 | This goal was chosen because analysis of our 2016 NAPLAN data revealed that many of our students were in the middle bands for writing. Teacher assessment and evaluation of student writing in relation to the syllabus expectations, the writing continuum and NAPLAN results confirmed that there was a need to focus on the improvement of writing. |
| Steps taken to achieve priority 2 | The Literacy lead teacher and leadership team led the professional learning of staff on the processes of guided writing to ensure a clear purpose, audience and focus for writing was implemented, forming 'I can' statements aligned with the English Syllabus and writing continuum. Students engaged in guided writing practices that related directly to learning intentions and success criteria and their individual writing goals. Students used the ‘I can’ statements to self assess their writing. |
| Status of priority 2 | Achieved |

| Priority 3 | Numeracy: for all students K-6 to achieve a minimum of one growth point in the number domain of multiplication and division, with accelerated growth in vulnerable students |
| Reason for priority 3 | This goal was chosen because there were a number of students who demonstrated little growth in the domain of multiplication and division. Teachers identified in their evaluation of the 2016 Action Plan, the need to focus on shifting these students, notably beyond growth points 3 and 4 in multiplication and division, and to develop the students' reasoning skills and strategies, particularly in multiplicative thinking. |
| Steps taken to achieve priority 3 | The Numeracy lead teacher, leadership team and Catholic Education Diocese of Parramatta (CEDP) personnel led the professional learning of staff on how to help students develop mathematical language/reasoning strategies to solve multiplication/division problems and pose their own problems. Students used mathematical language and technology to respond to teachers' probing questions, reflecting on and clearly stating their understandings, reasoning strategies and multiplicative thinking. |
| Status of priority 3 | Achieved |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Formation, Mission and Religious Education: to deepen students’ understanding in the content areas of God and Jesus through the use of Scripture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>Staff have noted that a key challenge remains in breaking open Scripture through the spiritual sense. This is also evident in our RLA data, where our students’ achievement in the content areas of God and Jesus has often been below the Parramatta Diocesan average in Year 4:</td>
</tr>
<tr>
<td></td>
<td>2017 RLA data:</td>
</tr>
<tr>
<td></td>
<td>- God -2.8% School Diocesan Variance (ScDV)</td>
</tr>
<tr>
<td></td>
<td>- Jesus -4.3% ScDV</td>
</tr>
<tr>
<td></td>
<td>2016 RLA Data:</td>
</tr>
<tr>
<td></td>
<td>- God -6.6% ScDV</td>
</tr>
<tr>
<td></td>
<td>- Jesus -5.9% ScDV</td>
</tr>
<tr>
<td><strong>Steps to be taken to achieve Priority 1</strong></td>
<td>The Religious Education coordinator, leadership team and CEDP Evangelisation and Religious Education (ERE) personnel will lead the professional learning of staff on how key Scripture reveals God/Jesus in the spiritual sense. Staff and students will engage in learning to assist them to draw out how God/Jesus is present in selected Scripture texts through of use key comprehension strategies (visible thinking strategies).</td>
</tr>
<tr>
<td>Priority 2</td>
<td>Literacy: for all students to reach targeted benchmarks in reading comprehension</td>
</tr>
<tr>
<td><strong>Reason for Priority 2</strong></td>
<td>Teacher assessment and evaluation of student reading with particular reference to self correction rates and understanding of texts, NAPLAN and PAT-R results confirmed that there was a need to focus on the development of comprehension strategies.</td>
</tr>
<tr>
<td><strong>Steps to be taken to achieve Priority 2</strong></td>
<td>The lead literacy teacher, leadership team, and CEDP personnel will lead the professional development of staff in the literacy progressions, analysing student reading and developing shared practice in guided reading, reciprocal reading and Readers’ Circle.</td>
</tr>
<tr>
<td>Priority 3</td>
<td>Numeracy: for all students K-6 to achieve a minimum of one growth point in the number domain of place value (incorporating other domains), with accelerated growth in vulnerable students</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Reason for Priority 3</td>
<td>Despite the growth displayed in our Mathematics Assessment Interviews (MAIs) and NAPLAN, it is evident that there is a significant number of students who have demonstrated little growth in place value, making it necessary for teachers to focus on shifting these students, notably beyond growth point 3 and 4 in place value. The feedback from staff in the evaluation of 2017 Action Plan suggested the need to focus on the number domain of place value.</td>
</tr>
<tr>
<td>Steps to be taken to achieve Priority 3</td>
<td>The lead numeracy teacher, leadership team, and Catholic Education Diocese of Parramatta (CEDP) personnel will lead the professional development of staff on place value to develop rich mathematical tasks, word walls and questioning to help challenge the students' mathematical thinking and reasoning skills.</td>
</tr>
</tbody>
</table>
Community Satisfaction

Parent satisfaction

During 2017, Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school.

The QCS data collected indicted a number of positive trends that emerged from the parent survey.

The main points that emerged showed that parents:
- saw the importance of the Catholic culture of the school and community
- regarded students as being motivated and connected to the school
- felt that the school was focused on leaning and supported this learning at home
- were generally connected as a community
- felt that student progress was communicated well through the reporting process
- saw student behaviour in the classroom as being positive and focused on learning

Student satisfaction

Through the 2017 QCS survey, student responses indicated that:
- Students had many opportunities to participate in their parish.
- Students saw the Catholic identity of the school as being very important.
- Students were connected to the school community and saw this as an important aspect of their belonging.
- Classrooms were places where behaviour was positive, and where learning was the focus, and stimulating and purposeful.
- Students felt safe at school and had low anxiety.

Teacher satisfaction

The QCS data collected showed that staff:
- felt that they had numerous opportunities to be involved in parish celebrations and that this was an integral aspect of the community identity
- saw student behaviour during liturgy, within the classroom as well as across the school, as being very positive
- felt that students were respected and were motivated to learn
- felt confident in their role and saw their practice as being engaging and producing quality learning
- were committed to developing parent partnerships and continuing to engage in processes to further curriculum advancement
Student Profile

Enrolment Policy

St John Vianney’s Primary School follows the Catholic Education Diocese of Parramatta (CEDP) Enrolment Policy and Procedures. This document can be obtained from the school office or can be accessed on the CEDP website http://www.parra.catholic.edu.au/policy-central

Current and previous years' student enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>187</td>
<td>205</td>
<td>392</td>
</tr>
<tr>
<td>2016</td>
<td>170</td>
<td>217</td>
<td>387</td>
</tr>
<tr>
<td>2017</td>
<td>168</td>
<td>220</td>
<td>388</td>
</tr>
</tbody>
</table>

Enrolments have remained steady owing to the school’s good standing on the local community.

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th></th>
<th>Year 1</th>
<th></th>
<th>Year 2</th>
<th></th>
<th>Year 3</th>
<th></th>
<th>Year 4</th>
<th></th>
<th>Year 5</th>
<th></th>
<th>Year 6</th>
<th></th>
<th>School Average</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

| Language background other than English (LBOTE) | 129 |
| Students with disabilities (SWD)               | 23  |
| Indigenous                                     | 10  |

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences.
through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.
Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

Our school has developed a highly effective Student Management policy. This policy encouraged and affirmed positive behaviour in students. The program was supported by the principles of procedural fairness and included:

- the Feel Safe policy to create a bully free environment
- school rules
- classroom code of conduct
- recognition for positive behaviour and response to inappropriate behaviour
- weekly merit certificates
- Student of the Term assembly

The Student Management policy is available on the school website in the parent handbook. Primary students are provided with a copy of the Feel Safe policy and a copy is included in the newsletter each year.

The Student Management policy was revised in 2017 and the Feel Safe policy was unchanged.

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education Diocese of Parramatta (CEDP) Complaint Handling policy.

The CEDP policy is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.

The school complaints and grievances policy was revised in 2017.
Section Eleven: Financial Statement

Income
- Commonwealth (66.7%)
- Capital (0%)
- State (19.8%)
- Fees (13.1%)
- Other (0.4%)

Expenditure
- Capital (3.1%)
- Salary (78.2%)
- Non-Salary (18.7%)

RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$3,085,705</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$915,396</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$608,161</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$18,091</td>
</tr>
<tr>
<td>Total Income</td>
<td>$4,627,353</td>
</tr>
</tbody>
</table>

RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$139,205</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$3,476,822</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$831,271</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$4,447,298</td>
</tr>
</tbody>
</table>

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.

St John Vianney’s Primary School, Doonside