Annual School Report 2006

Vision Statement
To assist the parents to bring to reality the fullest development of each child within the experience of a loving and supportive Parish school.

Principal’s Message
St John Vianney’s School is a pastoral initiative of St John Vianney’s Parish and is an integral and vibrant initiative of the Parish community. As a school we actively seek to provide quality learning and teaching within the framework of our Catholic Faith and traditions.

It is a great privilege to undertake the enormous responsibility of shaping the lives of the young people in our care. We do so on behalf of parents as we aim to assist them in their role as primary educators of their children.

Central to St John Vianney’s School is a daily commitment to prayer and the lived witness of all to the person of Jesus Christ. This commitment rightly and proudly takes place in harmony with the Church’s traditions and disciplines.

A most significant feature of school life in 2006 was the large number of new staff to the school. Each of these new staff members brought great vibrancy and energy to our existing very dedicated and committed staff. Features of school life included an ongoing commitment to Literacy and Numeracy learning and to Creative and Performing Arts through JRock, the School Choir and Class Act. The incorporation of the myclasses framework to support quality learning was a positive initiative as was the ongoing establishment of community through activities such as the Family Fun Day.

The Transition to School Program continues to raise the profile of the school in the wider community as has the establishment of a Rock and Water Program.

By all accounts 2006 was a most successful year for St John Vianney’s School.

Parental Involvement
2006 was a very successful year in a number of very significant ways. Our meetings were well attended with a number of new families to the school coming along and contributing. As a committee we were successful in gaining additional funds through the Healthy Communities Grant and this money will be used in 2007 to purchase ‘water only’ drink bottles for all children to have in their classrooms.

Our fundraising events were all very successful and in particular the ‘Family Fun Day’ in November. Not only was the Family Fun Day a success financially, raising close to $20,000, it showcased the sense of community that exists within the school. Approximately 90% of the families attended and all communicated to the school what a great feeling the day had and what a great time the children and families had!

The parent committee enjoys a wonderful working relationship with the Parish Priest, the School’s leadership team and all the staff and this has enabled us to have such a most successful 2006.

President, P&F Association
Student Leadership
All students in the year six cohort undertake leadership responsibility and are formally recognised as School Leaders. Student elections are held for the specific leadership positions of Boy and Girl School Captain, Boy and Girl School Vice Captain and eight School House Captains. The following message from the 2006 school captains outlines their responsibilities:

As student leaders we are called to set an example in all we do. We do jobs whenever we are asked. Some of our responsibilities include setting up the microphone and raising the flag in the morning. Also we set up the Parish hall for assembly, we organise sports equipment and sometimes speak on behalf of the school. We meet at least once a term with Mr Bryant to discuss issues facing the students. We also get to attend functions for example the Young Leaders Day in Sydney and the Anzac Service in Wollongong to represent the school. We have had a great year as Captains and we wish the future Captains the very best!

School Captains

School Profile
St John Vianney’s School was established in 1949 at the instigation of the then Parish Priest Fr Neilson, who invited the Sisters of the Good Samaritan to undertake the administrative and teaching duties of the school. Many of the initial enrolments were children of migrant families who settled in Fairy Meadow and a number of current students can trace their heritage to these early days of the school.

The school is a two stream, coeducational school catering for children in the primary years of education (K-6). It serves 239 families and 356 students of the Parish of St John Vianney’s. Approximately 96% of enrolled students have been Baptised in the Catholic faith.

The Parish Priest, the staff and parents share a common responsibility for all students in their care. The school is supported by the Catholic Education Office of the Diocese of Wollongong and operates under the authority of Bishop Peter Ingham.

The school is located on 3 hectares of land bounded by the Princes Highway and Cabbage Tree Lane, Fairy Meadow. Wollongong CBD lies approximately 5 kilometres to the south.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>174</td>
<td>187</td>
<td>361</td>
</tr>
<tr>
<td>2005</td>
<td>170</td>
<td>185</td>
<td>355</td>
</tr>
<tr>
<td>2006</td>
<td>173</td>
<td>183</td>
<td>356</td>
</tr>
</tbody>
</table>

The Enrolment Policy and Procedures can be found on the Catholic Education Office website: [www.ceowoll.catholic.edu.au](http://www.ceowoll.catholic.edu.au) the go to the link: Policies.

Average student attendance rate was 94.7%.

Staffing Profile
In 2006 St John Vianney’s School was staffed by a total of twenty two teaching staff and eight support staff. Staff members were employed on either a full time or a part time basis and each staff member had specific individual responsibilities that collectively support the students and families of the school.

Fourteen classes were in operation throughout the year and each class had its own full time teacher allocation. Two classes operated under job share arrangements and a further three classes had shared teaching responsibilities due to leadership responsibilities of certain classroom teachers.

Additional teaching support was provided via a full time teacher/librarian, a full time Reading Recovery teacher and three part time teachers offering literacy and numeracy support and music education.

The school’s Leadership structure consisted of Principal, Assistant Principal, Religious Education Coordinator and two Coordinators (Level 2).

Assisting in the administration of the school was a full time Senior School Support Officer. There were three additional part time clerical personnel within the school and there were two part time school support officers employed to facilitate classroom learning in 2006.

All teaching staff hold appropriate teaching qualifications at either diploma or degree level. Eighteen of the twenty two teachers hold specific qualifications in Religious Education and two teachers hold qualifications at Honours or Masters level.

In 2006 there was a wide range of teaching experience among the staff varying from the first year of teaching to over 30 years of
classroom experience. The average teaching experience of the teaching staff was 14.9 years. In 2006 there were eight teachers undertaking temporary contracts as maternity leave, job share or long service leave replacements. In addition one teacher was on an intra Diocesan exchange for the year. The majority of teachers currently on leave will return to teaching duty at St John Vianney’s in 2007.

The anticipated retention rate of teaching staff from 2005 to 2006 is 72%.

The average daily staff attendance was 97.74%.

**Professional Learning**

A commitment to ongoing professional learning and development is a feature of all staff at St John Vianney’s. A number of staff is currently undertaking further external study to complement current qualifications. Weekly staff meetings have a professional focus and often incorporate visiting professional input.

Professional courses included learning theory and pedagogy, Information Communication Technology (ICT) integration, personal spirituality and student welfare. Two staff are continuing with formal tertiary study, one to Masters level. Two staff undertook formal training as facilitators in the Rock and Water Program. Support staff were equally committed to ongoing professional learning. A feature of the professional development of staff in 2006 has been an involvement in collaborative professional learning and dialogue through precinct meetings involving staff from five neighbouring Parish schools.

The Diocesan Schools Expo provided a further opportunity for wide collaboration and professional collegial learning. Two staff members acted as facilitators for professional learning workshops.

**Teacher Standards**

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum.

- Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*: 100%
- Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications: 0%
- Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context: 0%

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**Culture of the Catholic School**

The culture of St John Vianney’s School is intrinsically linked to the life of the Parish. The school is proudly Catholic and a vibrant part of the Parish Community.

Father Paul O’Donoghue, PP, is an ardent supporter of this Parish school and meets weekly with the both the Principal and Religious Education Coordinator to ensure Parish priorities are emphasised. Students regularly attended the Parish Mass on a Tuesday and Fr Paul visited classrooms to lead students in religious instruction and prayer.

Sacramental Programs are Parish based and the school supports preparation for the Sacraments through specific programs of learning conducted in Term 2 and again immediately prior to the receiving of the Sacrament.

Prayer is an integral part of the daily life of the school. Each morning the entire school gathers in prayer and this focus continues through the day within each classroom. Weekly assemblies have a prayer focus based around the Church’s Liturgical year. A feature of the prayer life of the school this year was the establishment of a monthly gathering prayer for staff.

Religious Education is a priority at the school and daily lessons occur in every classroom. Religious artefacts and icons are visible throughout the school and each room has a devotional space that again reflects the Liturgical year. An Advent crib was established in a prominent part of the school playground to provide an enhanced awareness of the Liturgical season.

In 2006 the families of St John Vianney’s raised over $1500 to support Project Compassion, Catholic Missions and the St Vincent De Paul Society. Project Compassion fund raising included the purchase of dairy cows for impoverished communities in Pakistan. The focus for this year’s Mission fundraising was the provision of water tanks in Bangladesh. The school also contributed to the St Vincent de Paul annual Christmas food drive.

The staff spirituality day focussed on the Pastoral Care within a Parish School and was led by Fr Paul O’Donoghue. The day allowed staff to develop a deeper understanding of the meaning of Pastoral Care and of their role in support of parents and the Parish Priest. A draft Pastoral Care Policy was produced and ongoing review of this policy.
will see its implementation in the school during 2007.

**Student Welfare**

St John Vianney’s School seeks to provide a welcoming and genuinely caring environment in which the pastoral role of the Parish Priest is both recognised and supported.

**Pastoral Care Initiatives**

The school implements a wide range of policies for the care and welfare of students. Issues surrounding the welfare of students arise on a daily basis and the school attempts to deal with all issues compassionately and quickly.

The establishment of a draft Pastoral Care Policy will ensure enhanced support of pastoral care within the school. It is expected that this policy will be operational in 2007.

The School Counsellor provided assistance to a number of students. The school counsellor met on a weekly basis with the Principal to develop appropriate means of student support. Regular communication with both parents and pertinent school staff ensured the ongoing success of this service. An additional counselling service was available to all staff should the need arise.

**Safe School Framework Initiatives**

A welfare initiative this year that supports the establishment of a Safe School Framework has been the establishment of ‘Rock and Water’, a program designed to provide students with practical strategies in dealing with conflict situations. Over 20 students in two groups participated in Rock and Water this year.

The principles of the Stop Think Do Program were maintained in the Stage One classes this year.

The Kindergarten Transition and Orientation Programs continue to be highly successful in the preparation of students for life at St John Vianney’s. A feature of this program is appointment of “buddies” to the incoming Kindergarten students. These buddies were members of the current Year 5 cohort and provided ongoing peer support and welfare to the 2006 Kindergarten cohort. This program of preparation has been used as a model for the development of similar policies within other schools of the Diocese.

Access to all policies and guidelines can be obtained by contacting the School Office.

**Promoting Respect and Responsibility**

The Peer Support Program was maintained and extended in 2006. This program continued to provide opportunities for students to develop important social skills necessary for interacting with other members of the school community. Peer support was conducted in a formal sense in Term 2 and 3. A by product of this Program is the development of long lasting relationships between students of differing age groups in which there is genuine care and regular interaction.

An integrated Human Sexuality Personal Development course was developed and trialled in 2006. 85% of parents and students in Stage 3 gathered in a atmosphere of prayer and respect to explore and discuss the wonder and joy that is human creation.

Behaviour modification programs were implemented as the need arose. In 2005 a staff development program that focussed on Restorative Justice principles when dealing with inappropriate behaviour or conflict situations among students was initiated. This program was supported in 2006 with further professional input and ongoing implementation.

Throughout the year some issues arose in regards to conflict situations among students in the playground. A database identifying episodes of student behaviour was developed and is being maintained. Ongoing communication between school and parent is essential in the monitoring and modification of inappropriate behaviour. Issues of significance are immediately referred to parents.

In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

The Complaints and Grievances Procedures can be found on the Catholic Education Office Website: [www.ceowoll.catholic.edu.au](http://www.ceowoll.catholic.edu.au) then go to the link Policies.

**Financial Summary**

Significant items of expenditure through the Parish SEDSO account include the repayment of loans for the library ($18 232) and the administration block ($5 000); landscaping of the Infants playground ($8315), tree lopping ($5170), termite treatment ($8633). The Infants toilet block was refurbished at a cost of $15 224, of which $9 000 was donated by the Parents and Friends Association.
Learning & Teaching

Introduction

St. John Vianney’s School implements programs in all Key Learning Areas (KLAs) as advocated by the New South Wales Board of Studies. The school has as its aim quality Catholic learning and teaching. The school continually seeks to implement ways in which quality learning is achieved and enhanced.

Curriculum and Pedagogy

This year the school fully implemented the new Religious Education curriculum for Grades K to 2. This step now means that the new Religious Education Curriculum has been implemented throughout the entire school. Every effort has been taken to ensure that the syllabus and resources are of the highest possible quality.

Year 4 children undertook the second Diocesan Religious Literacy Assessment. The Assessment was in two parts. Part A being the assessment of content learnt by the children in previous years whilst Part B provided the children with the opportunity to display the knowledge and understandings gained from the Year 4 Creation unit in an open and creative manner. Many children used digital resources as part of their assessment task.

In 2006 the school responded to the Federal Government priorities in the area of Assessment and Reporting. A requirement of the continuation of government funding for schools was the introduction of a Common Grading Scale (A to E) on school reports. With support from the Catholic Education Office we were able to obtain the new software, hold information sessions for parents and staff, install the software and write the reports on individual students for parents. An integral part of the new report format is a process to ensure that teacher judgement is consistent in vital areas of assessment of students work across all Key Learning Areas.

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Staff also attended professional development sessions to address this issue of consistent teacher judgement and because of the complexity of the issue such professional development will be ongoing in 2007. Parents and staff have provided feedback on the new reporting system and some modifications will be made prior to the issuing of reports in 2007. In compliance with Federal Government requirements this reports was issued twice in 2006. An opportunity for a parent/teacher
interviews was formally offered to parents on three occasions and it was made known that parents were always welcome to contact teachers to discuss their child’s progress. The school was able to offer parents, upon request, a grade distribution table of reported results.

In 2006 Stage 1 and Early Stage 1 teachers completed the myclasses Course as part of our Learning Communities Grant (2005/2006). Staff members were supported by personnel from the Catholic Education Office. The product of such professional development was a myclasses expo, which was held for parents late in Term 3. This expo gave parents the opportunity to see the ways in which Information Technology could be used to better support student learning and a number of parents have made use of the various myclasses pages to see from home the type of learning that is taking place in the classrooms.

The school has made a commitment to more regular access for students to computers and the implementation of the Action Plan for 2006/2007 has seen the initial purchase of ibooks and MacBooks in the Year 2/3 block. The equipment is stored in lockable trolleys so that the computers can be charged overnight and used the next day without the use of power leads, power boards, extension leads and computer bags. The success of the Family Fun Day in 2006 will greatly widen this process.

A priority for 2006 was to involve the children in the Junior Rock Eisteddfod. Children in Grades 5 and 6 participated at the Wollongong Entertainment Centre in Term 3 of 2006. The theme was Rock and Roll Heaven. During Term 3 the children in Grades 4 and 3 prepared to participate in Class Act also held at the Wollongong Entertainment Centre in Term 4 of 2006. The participation of the children in both events ensures that some of the learning outcomes of the NSW Board of Studies are addressed in a most engaging way.

Cross Curriculum
Another initiative this year was to trial the use of COGS (Connected Outcomes Group). The writing of these integrated units of work in NSW was made possible by the Australian Government Quality Teaching programme in response to the concerns amongst teachers to the overcrowded curriculum and the belief that integrated knowledge, bringing together various syllabi, is the best model for learning. Teachers were able to access these units, modify them if necessary and teach with this integrated model. It is expected that teachers will continue to use these units in 2007. There are currently four students in the school who identify as Indigenous and multicultural perspectives are incorporated throughout the curriculum. An environmental audit was conducted late in 2006 with a view to reviewing school environmental and sustainability practices and policy.

Meeting the Needs of all Students
Learning support within the classroom has been provided by three school support officers whose daily timetable have been adjusted to ensure that the best possible support is given to students in need.

A Review Committee has operated in Terms 1, 2 and 3 to monitor the individual progress of those children who are identified as being at educational risk. The Review Committee provided teachers with ideas and strategies to ensure the best possible support for those students. Fifteen children in Year 1 were provided with a daily individual Reading Recovery Program and fourteen students were successfully discontinued. The average length of the programme was 14 weeks. 35% of the Year 1 cohort was able to participate in Reading Recovery. The school now has three trained Reading Recovery Teachers and a fourth teacher will commence training in 2007.

Self directed learning was a feature of all classes and was a particular focus of student learning in Stage 3.

Expanded Learning Opportunities
More than fifty five students from the school participated in a variety of academic competitions sponsored by the University of New South Wales. Many students were awarded with Distinctions and Credit. The school was represented in the Diocesan Public Speaking Awards, the Wollongong Eisteddfod and a variety of community sponsored events including the Premier’s Reading Challenge.

The school was an active member of the Diocesan Sports Association, competing in all Carnivals and in a number of inter school Gala Days and competitions. The school was recognised as the Champion School at the Regional Swimming Carnival.

Nine students received Sports Medallions at the Diocesan Sports Awards and one student was recognised as a national champion in his chosen sport of snowboarding.
**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects and presentations. The school also participates in the state-wide literacy and numeracy testing program for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

**Basic Skills Test**

There were fifty four Year 3 and fifty eight Year 5 students who sat for the 2006 Basic Skills Test. Year 3 is reported in Bands 1-5; Year 5 in Bands 1-6, with Bands 5 and 6 respectively being the highest.

**Year 3**

**Literacy:**
10% of students were in Bands 1 and 2, with 12% of students in Band 5. The best performance was in reading, followed by language and writing.

**Numeracy:**
17% of students were in Bands 1 and 2, with 17% of students in Band 5. The best performance was in Numbers, Patterns and Algebra followed by Measurement, Data, Space and Geometry. Girls outperformed boys in Literacy whilst the boys outperformed the girls in Numeracy.

**Year 5**

**Literacy:**
0% of students were in Bands 1 and 2, with 55% of students in Bands 5 and 6. The best performance was in reading, followed by language and writing.

**Numeracy:**
0% of students were in Bands 1 and 2, with 54% of students in Bands 5 and 6. The best performance was in measurement followed by space and number.

**National Benchmarks**

The table below indicates as a percentage the Year 3 and Year 5 of students achieving the national benchmarks.

<table>
<thead>
<tr>
<th></th>
<th>Year 3 2004</th>
<th>Year 3 2005</th>
<th>Year 3 2006</th>
<th>Year 5 2004</th>
<th>Year 5 2005</th>
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<tbody>
<tr>
<td>Reading</td>
<td>93</td>
<td>98</td>
<td>100</td>
<td>96</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>98</td>
<td>99</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
<td>98</td>
<td>97</td>
<td>98</td>
<td>100</td>
<td>91</td>
</tr>
</tbody>
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*Note: National Benchmarks not included have not yet been published*
**Survey Results**

**Primary Students**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am proud of my school</td>
<td>53%</td>
<td>43%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>This school helps me in my understanding of the Catholic faith</td>
<td>50%</td>
<td>47%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>My teacher encourages me to learn to the best of my ability</td>
<td>76%</td>
<td>30%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>I understand my rights and responsibilities at school</td>
<td>60%</td>
<td>40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel safe at my school</td>
<td>46%</td>
<td>39%</td>
<td>11%</td>
<td>4%</td>
</tr>
<tr>
<td>If I had a problem, there are people who I could approach for help</td>
<td>46%</td>
<td>38%</td>
<td>12%</td>
<td>4%</td>
</tr>
<tr>
<td>There are sporting and other activities in which I can become involved</td>
<td>63%</td>
<td>31%</td>
<td>4%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Parents**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school helps my child to develop a knowledge and understanding about Catholic tradition</td>
<td>35%</td>
<td>65%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides various opportunities for me to become involved</td>
<td>48%</td>
<td>45%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>My child is challenged to maximise his/her learning outcomes</td>
<td>13%</td>
<td>58%</td>
<td>24%</td>
<td>5%</td>
</tr>
<tr>
<td>The school strives to meet my child’s individual learning needs</td>
<td>17%</td>
<td>63%</td>
<td>18%</td>
<td>2%</td>
</tr>
<tr>
<td>The school provides appropriate information about my child’s progress</td>
<td>18%</td>
<td>66%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>The school offers a range of co-curricular activities</td>
<td>9%</td>
<td>85%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>The teachers are genuinely interested in the welfare of my child</td>
<td>51%</td>
<td>45%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>The school provides a safe and supportive environment</td>
<td>49%</td>
<td>49%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>The school effectively communicates information about activities and events</td>
<td>31%</td>
<td>63%</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

**Staff**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school helps students to develop a knowledge and understanding about Catholic tradition</td>
<td>45%</td>
<td>55%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students understand their rights and responsibilities</td>
<td>55%</td>
<td>45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are challenged to maximise their learning outcomes</td>
<td>33%</td>
<td>56%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>The school strives to meet the individual learning needs of students</td>
<td>34%</td>
<td>66%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides appropriate information to parents about student progress</td>
<td>77%</td>
<td>23%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides a safe and supportive environment</td>
<td>88%</td>
<td>12%</td>
<td></td>
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</table>
School Renewal Priorities

The School Renewal Plan is designed to focus our actions to bring about positive change and growth. The following have been identified as key focus areas for the school during the current cycle of this plan. The School Renewal Plan generally sets directions for a period of 3 - 5 years. It is subject to regular evaluations.

- The development of closer links between the Parish, wider community and the school.
- The implementation of an effective and supportive Religious Education Program.
- The provision of quality learning opportunities for each child within each Key Learning Area.
- The establishment and ongoing review of the school's structures and policies that respond to the welfare needs of both students and staff.
- The integration of Information and Communications Technology into the learning and teaching environment.
- The provision of quality learning facilities and resources.

Progress in 2006 Towards Achievements of School Renewal Plan

- The implementation of Diocesan Assessment and Reporting procedures alongside consistent teacher judgement inserviceing.
- The use and implementation of COGS units to direct learning and teaching.
- The development of a draft Pastoral Care Policy as a framework for future development of Safe School Environment procedures and practices.
- Implementation of myclasses in all stages of the school culminating in a school myclasses Expo.
- The purchase of the first class pod of iBook laptops allowing for extensive integration of Information Technology into the daily learning of students.
- Review of assessment and reporting procedures and the establishment of revised procedures.
- The commencement of the “Rock and Water” resilience program.

Priorities for 2007

- A renewal of Literacy and Numeracy learning and teaching in light of internal/external assessment.
- An upgrade of Literacy and Numeracy resources to support learning.
- The development of procedures and strategies to support resilience among students.
- Renewal of the St John Vianney’s Anti-Bullying Policy.
- A focus on Good Samaritan Spirituality supported by the Spiritual Animation Team.
- A review of Class Sport and the implementation of structured physical activity.
- The provision of fans and new lighting in the Stage 3 Block.
- The installation of an intra school communications system and infants’ shade shelter.
- Renewal of Occupational Health and Safety practices and procedures.
- The development of environmental and sustainable schools practices.

The information in this report has been verified and the priorities endorsed by the Acting Director of Schools and the Head of School Services.

John Tubridy
Acting Director of Schools

Ken Bryant
Principal