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 an important pastoral initiative of St John Vianney’s Parish and it forms an integral part 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.

Parents are recognised as the first and primary educators of children. A school undertakes its educational responsibilities on behalf of the parents and the Parish and the success of the school directly relates to the strength of this partnership.

A daily commitment to prayer and an involvement in the liturgical life of the Parish are central to life in a Catholic School. Each of us is called to be living witnesses to the person of Jesus Christ, no matter our station in life, no matter our position.

Specific highlights of this year include the comprehensive learning gain evidenced through basic skills results, the celebration of the 60th anniversary of the Parish, the experience of the spirituality of the Sisters of the Good Samaritan who served this school and Parish for almost 50 years, the development of the school’s anti bullying policy and the great successes of the Rock and Water and Seasons programs.

It has been my great privilege to serve St John Vianney’s School as Principal for the past four years. It is important to recognise and give thanks to the very dedicated and generous staff who daily support the students in their care.

Parental Involvement
The year of 2007 has seen a fantastic spirit that has further developed and strengthened throughout the community of St John Vianney’s. All of the parent meetings have been well supported with various contributions and initiatives.

Our major fundraising event of the Fete Day was held for the second time in consecutive years. This day was extremely beneficial financially raising in excess of $20,000 even surpassing last year’s event. A great deal of time and effort on the part of many parents has made this day a fantastic experience for all involved. With the tremendous support of the teachers, the school community and the Parish Priest, it demonstrates the unique spirit that is seen at St John Vianney’s.

This spirit is further exemplified by the united support of parents in lobbying Council to oppose the gun shop development adjacent to our school. The response to stand for our values and beliefs had a significant impact on the decision making process.

As a committee we have been able to contribute towards the school in the provision of various items including much needed shade in the infants and a larger structure to be in place for beginning of 2008.

Finally, I take this opportunity to sincerely thank Mr Ken Bryant, the outgoing Principal. His tireless efforts have been greatly appreciated and we wish him well in his future endeavours.

President, Parents and Friends’ Association
Student Leadership

This year’s experience as School Captains at St John Vianney’s has been one of the most pleasurable years of our lives. We have had many privileges such as raising the flag each Monday, which we have felt so proud of, setting up Assembly and handing out Awards, and distributing sports equipment. Being in Year 6 has made us become more aware of the responsibilities of being a Captain and a leader.

It has also made us become better role models to younger students who look up to us. We also enjoyed the excursion to Canberra and our Berry camp earlier this year. One of the highlights of the year was going to Homebush for the Young Leaders Day where we got to hear some great people speak.

We are so grateful to have had these opportunities at our school.

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 234 families and 356 students of the parish of St John Vianney’s. Approximately 97% of enrolled students have been Baptised in the Catholic faith and the bulk of the remaining students are of one of the Orthodox faiths.

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>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>
<tr>
<td>2007</td>
<td>170</td>
<td>186</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) then go to the link: Policies

Student Attendance for 2007

<table>
<thead>
<tr>
<th></th>
<th>Male (%)</th>
<th>Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>91.6</td>
<td>93.6</td>
</tr>
</tbody>
</table>

Staffing Profile

In 2007 St John Vianney’s School was staffed by a total of 24 teaching staff and 9 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, 0.8 FTE Reading Recovery teacher and two part time teachers offering literacy and numeracy support and music education.

The school’s executive structure consisted of a 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 three part time school support officers employed to facilitate classroom learning in 2007.

All teaching staff hold appropriate teaching qualifications at either diploma or degree level. Twenty-one of the 24 teachers hold specific
qualifications in Religious Education and two teachers hold qualifications at Honours or Masters level.

The staff of St John Vianney’s School is an experienced one. The average teaching experience of the teaching staff was 19.7 years.

In 2007 there were four teachers undertaking temporary contracts as maternity leave, job share or long service leave replacements. The anticipated retention rate of teaching staff from 2007 to 2008 is 92%.

The average daily staff attendance was 97.24%.

**Teacher Standards**

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
<td>100%</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0</td>
</tr>
</tbody>
</table>

*Australian Education Institution – National Office of Overseas Skills Recognition*

**Professional Learning**

During 2007 the staff of St John Vianney’s School undertook a range of professional learning activities related to improving student’s outcomes.

One staff development day involving all staff explored Benedictine Spirituality at the Benedictine Abbey, Jamberoo. A second staff Development day explored Numeracy Learning and involved 18 teaching staff and two support staff.

A most significant professional learning was provided for staff through the Learning Communities Grant. This series of workshops explored the provision of safe and supportive environments for learning and was attended by all teaching staff.

The Leadership Team of the School attended the 2007 International Conference ‘New Imagery for Schools and Schooling’ held in the October student vacation.

Six staff undertook a professional learning visit to other schools. Other professional learning activities provided at school level, including CEO run course include: Reading Recovery Training (one teacher), Seasons Facilitator Training (one teacher), Diversifying Learning Experiences K-12 (one teacher), Quality Assessment Workshops (three teachers), and Quality Literacy and Numeracy Workshops (two teachers)

School based expenditure on professional learning in 2007 was $5100. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

**Culture of the Catholic School**

This year was of great significance as the school combined the celebrating of the sixtieth Anniversary of the Parish of St John Vianneys with the one hundred and fifty years of the Good Samaritan Sisters in Australia. The celebrations were centred around the Sacrament of Confirmation with the entire Parish being invited to the Mass and supper afterwards with Bishop Peter Ingham. All the Sisters who had previously taught at the school were also invited to come for the day and stay for the evening. The Sisters who did come had lunch with the staff and a tour of the school but unfortunately were unable to attend the Mass.

All staff participated in a day of Benedictine Spirituality lead by Sr. Geraldine Kearney sgs. at Jamberoo Abbey. The prayer life of the staff is very important. Staff and Communications Meetings were opened with prayer and twice each term a Staff Gathering Prayer was held to which all staff were invited.

The whole school assembles each morning for the school prayer. Every Tuesday a class is rostered to attend the Parish Mass. On Thursdays an assembly, which begins with a link to the Liturgical year, is lead by the School Captains and House Captains. This initiative further highlights the role of student leaders as witnesses to their faith.

All 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 reception of a Sacrament.

This year two staff members were involved in trips to island neighbours, which linked to the social justice statement and the mission theme for this year. Mrs Kerrie Hennessy accompanied her husband Jude and boys from St Greg’s College on a cultural immersion to the Solomon Islands for thirteen days. Mr Ken Bryant represented the Diocese of Wollongong
on a trip to Kiribati that was linked to supporting youth from Kiribati attending World Youth Day in 2008 and the issue of climate change. Both of these experiences were shared with the entire school through a number of presentations.

This year the children and families contributed to both Project Compassion and Catholic Missions through a variety of fundraising incentives. A total of over $1200 was raised and is hoped that this money will purchase two wells for a third world nation.

**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**

As Pastor of the Parish, Father Paul O’Donoghue is responsible for the Pastoral needs of the students, families and staff of the parish.

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.

A most significant welfare initiative of the school was the commencement of the 2007 Learning Communities Grant that explored the provision of a safe and supportive school environment for the students.

The Seasons for Growth program was offered to students and families in 2007. This program provides an opportunity for students to explore and discuss issues surrounding grief and loss. Sixteen students accessed this service in three groups coordinated by two teachers.

The School Counselling service also provided welcome assistance to a number of students every Wednesday of term. Each week the school counsellor met 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. Throughout the year there were two counsellors that provided this service to the school. An additional counselling service was available to all staff should the need arise.

**Safe School Framework Initiatives**

A most significant aspect of the School Renewal Plan for 2007 was the redevelopment of the school’s Anti-Bullying Policy. An invitation to complete a survey was extended to all parents to identify and describe bullying behaviour and to offer possible solutions. Seventy-four responses were forthcoming. All students in the school were also surveyed. A revised Anti Bullying Policy was prepared for the school and is ready for implementation in 2008. Access to this and all other policies and guidelines can be obtained by contacting the school office.

A further initiative that won widespread support was the Mediation Room. Staffed by members of the School’s Leadership Team, the mediation room provided an opportunity for conflict situations to be mediated involving restorative justice principles. An average of 9 students per week utilised this process.

The ‘Rock and Water’ Program was also run in three groups. Four staff were involved in this initiative which is designed to provide students with practical strategies in dealing with conflict situations. Approximately 25 students were involved in 2007.

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 2007 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 continued in 2007. This program provides 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.

An integrated Human Sexuality Personal Development course was developed and trialled in 2006. 85% of parents and students in Stage 3 gathered in an atmosphere of prayer and respect to explore and discuss the wonder and joy that is human creation.
Throughout the year some issues arose in regards to conflict situations among students in the playground. A database identifying episodes of student behaviour is maintained. Ongoing communication between school and parents is essential in the monitoring and modification of inappropriate behaviour. Issues of significance are immediately referred to parents.

Individual behaviour modification programs were implemented as the need arose. These programs were always best conducted with the partnership of parents, individual students and teacher. The principles of the Stop Think Do program were also maintained in the Stage One classes this year.

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**

The following graphs reflect the aggregated income and expenditure for St John Vianney’s Catholic Primary School, Fairy Meadow for the year ended 31 December 2007. This data is taken from the 2007 financial return to the Australian Government Department of Education, Employment and Workplace Relations.

**Learning & Teaching**

**Curriculum and Pedagogy**

One of the priorities for learning and teaching this year was to revise classroom practice in the light of the analysis of internal and external assessment. Staff meetings were held early in the year to do this and critical decisions were also made about the purchase and use of resources and the allocation of staff support.

A decision was also made to take steps to help ensure that the Grade 5 children were very familiar with the structure of the Basic Skills tests so that they would be given the best possible chance to make good use of their skills and understanding. The remarkable improvement in the Grade 5 results, especially in Numeracy, appears to have justified this commitment. 2007 was the last year for Basic Skills Testing organised by the NSW Department of Education and Training as the Federal Government will introduce National Testing of Literacy and Numeracy next year for Grades 3 and 5.

The school took part in a variety of external competitions including the University of New South Wales Australasian Universities Competitions, encompassing the areas of Mathematics, English, Science, Computer Skills, Spelling and Writing. Overall, the students were awarded with 4 High Distinctions, 10 Distinctions and 37 Credits. Many teachers continued to use the COGS units as the best means to integrate learning across a number of Key Learning Areas. Grade 5 found the Murder Under The Microscope investigation in Term 2 as a great way to
integrate learning. The revised Student Report Card was used for the first time in Term 2 and the most significant feature was the extra options to rate the child’s attainment in the various strands of each Key Learning Area from limited to highly developed.

Due to the success of the Family Fun Day in October of 2006, the Parents and Friends Association was able to provide sufficient funds for the purchase of several new MacBooks and a trolley for use by Stage 3 students. At present there are 14 laptops to supplement the desktops in Stage 3. Another pod of laptops is provided for Stage 2. The library retains the final pod of laptops. The school benefited from the purchase of 3 new Data projectors. 2007 was a year where ICT resources were generally improved and the high demand of this hardware is an indication of the relatively seamless integration of computers and learning at St. John Vianney’s.

A significant feature of the year was the professional development of staff under the Diocesan Community Learning Project. Every full time and part time teacher has received 2 sessions of professional development by staff of the Catholic Education Office. The focus of the project is to assist teachers to develop resilient children by creating socially and emotionally supportive classrooms. The aim of 2006 was to provide staff with the professional development to raise their awareness of this issue. The focus of 2008 is to implement strategies and programs in Term 1 that best equip students with the skills to confidently accept the challenges that school provides. This project complements the Kinder Transition Program, the Mediation Room and the Rock and Water Program because it is firmly based on the need to build quality relationships, develop self-awareness of self and others and to develop positive self-talk. This initiative, as well as assisting the learning and teaching process, is also integral to the anti-bullying initiatives of the school.

**Cross Curriculum initiatives**

The analysis of Basic Skills results and the analysis of the results of participation in the various competitions organised by the University of NSW guided the purchase of new literacy and numeracy resources for the school. The Go Maths program was introduced from K to Grade 4 and will fully implemented in 2008.

The school received funding to support Indigenous Students in the form of support by Senior School Officers and this funding will be increased in 2008.

An environmental team of teachers and students has worked to make our school more sustainable with an increase in paper recycling and the reduction of garbage waste an objective.

**Expanded learning Opportunities**

The school took part in a variety of external competitions including the University of New South Wales Australasian Universities Competitions, encompassing the areas of Mathematics, English, Science, Computer Skills, Spelling and Writing. Overall, the students were awarded with 4 High Distinctions, 10 Distinctions and 37 Credits.

Throughout the year, the School took part in a variety of Diocesan Sports events. In the three major carnivals for the year the school finished 1st out of 19 schools at the Swimming, 12th out of 29 schools at Cross Country and 3rd out of 19 schools at Athletics. A large number of students attended Diocesan Trials with 26 students gaining selection in their respective teams and 4 students progressing to the NSW PSSA Championships after being selected in MacKillop Teams. The school also took part in Basketball, AFL, Dragon Tag and Netball Gala Days, Rugby League Shields and the Mark Taylor Cricket Shield.

At the CDF Diocesan Sports Awards 7 children won Primary Sports Medallions in gaining selection in two Diocesan Teams. One student was awarded the Primary Red Trophy for gaining selection in 2 MacKillop Teams.

The school was also represented in the Diocesan Public Speaking competition.

This year the Review Committee met three times as a means of supporting students and teachers, making links with internal and external assessment data and directing the allocation of classroom support. Significantly the Review Committee minutes of meetings and records were re-organised to permit easier access of staff to this information.
**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 45 Year 3 and 56 Year 5 students who sat for the 2007 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: 7% of students were in Bands 1 and 2, with 14% of students in Band 5. The best performance was in Writing, followed by Language and Reading.

Numeracy: 13% of students were in Bands 1 and 2, with 11% of students in Band 5. The best performance was in Number, followed by and Measurement.

**Year 5**

Literacy: 2% of students were in Bands 1 and 2, with 71% of students in Bands 5 and 6. The best performance was in Language, followed by Reading and Writing.

Numeracy: 0% of students were in Bands 1 and 2, with 68% of students in Bands 5 and 6. The best performance was in Space and Geometry, followed by Number and Measurement.

**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>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>2006</td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
</tr>
</tbody>
</table>

Note: National Benchmarks not included have not yet been published

**Parent, Student and Teacher Satisfaction**

Surveys were forwarded to all parents, staff and Stage 3 students. Students displayed a high degree of pride in and identity with their school. The vast majority of students felt safe. High percentages of staff identified the school as one providing a safe and supportive environment and recognised an area of focus could be the meeting of individual learning needs. Parents likewise recognised this as a need with a number believing that the school could do more to inform parents regarding individual progress. All parents agreed that the school helps their child develop knowledge and understanding about Catholic traditions and an overwhelming number of parents believe they have various opportunities to be involved in school life.
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 2007 Towards Achievements of School Renewal Plan

- The celebration with the Parish community of the 60th Anniversary of the Parish along with a recognition of the sesqui-centenary of the Good Samaritan Sisters and their role in the life of St John Vianney’s Parish,
- A renewal of Literacy and Numeracy learning in light of internal and external assessments,
- The redevelopment of School Anti-Bullying Policies in the light of current research and incorporating parent, student and staff surveys,
- The installation of the Intra School Communications System and Shade shelter for the Infants Playground,
- The provision of fans and new lighting in Stage 3 block,
- The commencement of sustainable and environmental practices within the school, and
- The implementation of Munch and Crunch throughout the school.

Priorities for 2008

- Staff and Community discussion and discernment regarding Catholic Schools at a Crossroads,
- Support and Promotion of World Youth Day in accordance with Parish directives,
- Development of Critical Incident Policy and Procedures,
- Implementation of the St John Vianney’s Anti-Bullying Policy,
- Implementation of a Staffing Transition Plan in accordance with declining School population,
- Development of School Renewal Plan 2008 – 2010,
- Development and incorporation of Sustainability Education values and practices throughout the school,
- Development of Scope and Sequences for each KLA,
- The continuation of the Learning Communities Grant promoting a Safe School Environment,
- Implementation of a Values forum in conjunction with the ongoing Safe School Environment Learning Grant.

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

Peter Turner
Director of Schools

Ken Bryant
Principal