About This Report

St John Vianney’s Catholic Primary School, Fairy Meadow is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2012.

Further information about the school or this Report may be obtained by contacting the school:

St. John Vianney’s Catholic Primary School
PO Box 48
Fairy Meadow  NSW  2519
Ph: (02) 4226 6577
Fax: (02) 4226 5311
Email: info@sjvdow.catholic.edu.au
Website: www.sjvdow.catholic.edu.au

Parish Administrator: Fr Ron Peters
Principal: Mr John Walsh
Date: December 2011
Vision Statement

The vision of St. John Vianney’s school is to assist parents to bring to reality the fullest development of each child within the experience of a loving and supportive Parish School.

Message from Key School Bodies

Principal’s Message
At St. John Vianney’s Catholic Primary School (SJV) we believe that learning is meaningful and effective when Gospel values are present, individual differences are accepted and valued and where the spiritual academic, physical and emotional needs of students are met within the context of strong relationships. In teaching and learning a variety of thinking and processing styles are employed to meet the diverse needs of the learner. In 2012 we amalgamate with the community that has proudly being known as St, Francis Xavier’s Catholic Primary School. This amalgamation, which has been a long and detailed process, brings challenges and enormous opportunities to the new community that will be called Good Samaritan Catholic Primary School. The schools’ communities will become one to continue the proud tradition of Gospel values, quality teaching and learning, and being able to meet the needs of all children irrespective of their learning needs.

Our commitment to prayer and involvement in the liturgical life of the Church is central to life in our Catholic school. The words of our school song “we are the hands of Jesus Christ unique in every way” encourage us to continue to be living witness to Jesus Christ.

Highlights this year include outstanding NAPLAN results, the warm collaboration of the staff of both schools working towards the amalgamation, the provision of new buildings for the new school made possible by Building the Education Revolution (BER), the introduction of School Wide Positive Behaviours for Learning (SWPB4L) and the generous and enthusiastic participation of eight staff members on a four day David Langford Seminar during end of Term 1 student vacation We look forward to 2012 with eager anticipation.

Parent Involvement

Many of the Parents & Friends Association (P&F) activities this year have evolved around the school community saying goodbye to SJV and embracing the idea of a new and exciting Good Samaritan Community in 2012. Activities have focused on bringing together two proud and individual school communities together in BBQ’s, film nights and Disco’s. While the coming to an end has been challenging, the results of the combining of two communities will see a group of caring and supporting families all working towards quality education for our children.

The Year 1 Families worked together on a cake stall to raise money for Battens Disease. This was in support of a little known disease that has touched a family within our school community.
Other Fundraising this year included, the pie and lamington drive, SJV CDs, sale of Tupperware and BBQ's. Funds raised have gone towards the purchase of Information Technology (IT) equipment for classrooms including a video camera for the purpose of capturing memories for the future of school events. With the formation of the Music Committee there has been a much needed boost to the music department in the purchase of Marimba’s, music stands, guitars and music resource books.

Newly initiated daytime parent meetings have seen positive and valuable input into school activities. These meetings give parents, unable to make evening meetings, information on school activities and a voice to express their views.

*Parents and Friends Association, President*

**Student Leadership**

Being a school captain holds many responsibilities as well as providing many amazing experiences. We provide some guidance for fellow students as well as being a role model for the younger students. It has been a great honour to represent the students and the school at a number of various events throughout the year. This has provided us with great preparation for high school. We will always remember our experiences at SJV but being school captains will always stand high in our list of memories.

*School leaders*

**School Profile**

**School Context**

St John Vianney’s Catholic Primary School is a Catholic Systemic co-educational school located in Fairy Meadow. The school caters for students in years K-6 and has a current enrolment of 335.

Approximately 97% of enrolled students have been baptised in the Catholic faith and the majority of the remaining students are of one of the Orthodox faiths.

This Parish is a part of the Lumen Christi precinct. Other Parish communities include St. Francis Xavier Cathedral, St. Brigid’s, Gwynneville as well as the Mater Dolorosa church in Balgownie.

The Priests who serve this community and 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 Prices Highway and Cabbage Tree Lane, Fairy Meadow. Wollongong CBD lies approximately 5 kilometres to the south.
Next year the school will amalgamate with St. Francis Xavier School on this existing site. The new school will be called Good Samaritan. The enrolment of Good Samaritan is expected to be approximately 502 students in 2012.

**Student Enrolments**

<table>
<thead>
<tr>
<th>2011</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>140</td>
<td>193</td>
<td>333</td>
<td>0</td>
<td>144</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website [www.sjvdow.catholic.edu.au](http://www.sjvdow.catholic.edu.au) and the CEO website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Diocesan Policy in 2011.

**Student Attendance**

<table>
<thead>
<tr>
<th>2011</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>91.6%</td>
<td>89.4%</td>
<td>92.9%</td>
<td>92.7%</td>
<td>89.8%</td>
<td>88.3%</td>
</tr>
</tbody>
</table>

**Management of Student Non Attendance**

Parents provide explanations in written form of non-attendance and in the event of non-explanation the school sends home a reminder explaining that the child was marked absent on a particular day and asks for an explanation.

**Staffing Profile**

There are a total of 24 teachers and 7 support staff at St John Vianney’s Catholic Primary School. This number includes 11 full-time, 13 part-time teachers.

**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%

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2011 was 95.93%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2010 to 2011 was 100%.

Professional Learning

During 2011, St John Vianney’s personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

- 3 whole school development days involving all members of staff. These days focused on: The mission, vision and spirituality of the Good Samaritan school, a scope and sequence for the curriculum of Good Samaritan school and update from ACARA (Australian Curriculum Assessment and Reporting Authority) on the development and proposed implementation of the new national curriculum.
- 8 members of staff participated in the 4 day David Langford Quality Teaching seminar during the end of Term 1 holidays;
- 2 members of staff participated in a 3 day in-service on Focus on Literacy;
- 1 staff member attended a 1 day course of Focus on Phonological Awareness;
- 1 staff member attended a 3 day course Focus on Numeracy;
- 2 staff members attended a course on Improving Learning Outcomes for Students with Autism Spectrum Disorder;
- 1 staff member attended a Let’s Play Games in-service to develop social skills with Stage 1 children;
- 1 staff member attended Pedagogies in a Dynamic Learning Environment in-service;
- 1 staff member attended Technologies for Learning K-2 in-service;
- 1 teacher participated in the consultation process for the Australian Mathematics Curriculum; and
- 1 teacher participated in the consultation process for the Australian History Curriculum.
Other professional learning activities provided at school level including CEO run courses:

- all staff participated in CEO school based professional development in the areas of writing resumes and in job interviews;
- the staff from St. John Vianney’s and St. Francis Xavier combined to write a curriculum Scope and Sequence for the Good Samaritan school;
- the staff from St. John Vianney’s and St. Francis Xavier combined to plan to cater for the diverse needs of all students attending the Good Samaritan school in 2012; and
- all staff participated in a number of meetings to facilitate the introduction in 2011 of the School Wide Positive Behaviour for Learning initiative (SWPB4L).

The average expenditure by the school on professional learning per Staff member was $794.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional expenditure per staff member of $796.

Catholic Life & Religious Education

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2011. The school cohort in 2011 consisted of 48 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August, 2011 and 49 completed the Extended Task (Part B). The Extended Task was based on the Unit: Mary, Mother of God: First Among the Saints and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in their knowledge and ability to:

- recall the events of the Resurrection;
- describe and explain an image of God from the Scriptures;
- demonstrate an understanding of Jesus' teaching on the practice of giving;
- recall and sequence the words of the 'Our Father';
- demonstrate an understanding of the Emmaus story;
- recall and describe an experience of the presence of Jesus;
- demonstrate an understanding of a prayer of thanksgiving; and
- recall and sequence the events of the Annunciation.

The students’ responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- demonstrate an understanding of the creation story;
- demonstrate basic understanding of the Sacrament of Penance;
- demonstrate understanding of Jesus' teaching on forgiveness; and
• identify and sequence the parts of the Mass.

The Extended Task this year was based on the Unit: Mary First Among Saints and was completed during the first half of Term 3. The performance of each student was described as developing, achieving or extending.

For Part A, 14.6% of students were placed in the developing level, 66.70% in the achieving level and 18.8% were in the extending level.

For Part B, 16.70% of students were placed in the developing level, 53% in the achieving level and 28.50% were in the extending level.

Combining Parts A and B, 18.8% of students were placed in the developing level, 52.10% in the achieving level and 29.20% were in the extending level for Religious Literacy.

**Financial Summary**

P&F Expenditure for 2011 is as follows:

Music equipment $3727, 2 cameras and tripod $635, Year 6 Graduation $500, 10 Macbook computers $999, Paint Drying racks $462, Post Protectors $240, Prizes Scholastic Book Vouchers $140 and Disco costs $76.

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 2011. This data is taken from the 2011 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction
The Welfare Policy is based upon our Pastoral Care emphasis, which is inherent to our teaching of Religion and is in place in every KLA and aspect of the school.

Pastoral Care
Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the Policy documents *Maintaining Right Relationships* and *Safe Work Environment* are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan *Complaints Handling Procedures* forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2011.

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

Access to all policies and guidelines can be obtained by contacting the school office.

At St John’s Vianney’s behaviour management and welfare play an important role in the development of the whole child equipping students with coping skills to deal with life’s challenges. Consistent and effective discipline practices help to promote positive behaviours towards learning, friendships and a co-operative school community. The children, teachers and parents are made aware of St John’s Vianney’s rights, rules and responsibilities.

The Pastoral Care Policy is part of the Behaviour Management and Well-Being Policy and incorporates the Anti-Bullying Policy and Restorative Justice.

This year the school has spent a lot of time on the introduced of School Wide Positive Behaviours for Learning (SPB4L) to be able to join with St Francis Xavier’s for 2012 in becoming the Good Samaritan School. This initiative has brought about changes to behaviour management and discipline policy that will ensure all students next year will be equipped with the same rules and school wide behaviours.

Learning and Teaching

Introduction
A number of areas were given a special focus this year in anticipation of and in preparation for the creation of The Good Samaritan School in 2012.
Curriculum & Pedagogy

A major focus this year was the continuation of the use of the Diocesan Learning and Teaching Framework (DLTF) from K to 6. Teachers were released from class in either Term 2 or Term 3 to observe the lessons of their peers and gave commendations and suggested areas for improvement.

Staff members were given an update on the introduction of the National Curriculum on the Diocesan Staff Development day that commenced Term 3.

8 Interactive Whiteboards and 10 laptops were purchased this year to further develop the integration of Information Technology.

A major focus this year has been in the area of the Pastoral Care of all students to ensure quality teaching and learning. Staff from the Catholic Education Office has provided staff development to enhance our ability to be in inclusive school where the needs of all children are identified and catered for. The model for Good Samaritan school is one where existing and new children with identified special needs will be given every opportunity to build quality relationships with the mainstream students on one hand whilst recognizing that we the need both the resources and awareness to be able to cater for their special needs. A number of staff meetings were scheduled for this professional development in Term 4 of 2011. In addition, all children from St. Francis Xavier, including those with special needs, have been given a number of opportunities to visit our school in anticipation of the amalgamation.

Students have been able to attend Indonesian lessons. This initiative allows the students the chance to learn basic words and sentences in Indonesian as well as learning more about Indonesian culture.

Cross Curriculum

Year 4 students participated in the Religious Literacy Assessment Task combining their knowledge of their faith with Technology and the Creative and Practical Arts.

Meeting the needs of all students

SJV Idol continued in the final year of the school with a record number of 155 students participating.

A parent has generously supported the school with the establishment of the Year 4 choir. The choir rehearse each Monday morning and were able to perform the wider school community in special performances and during liturgical celebration.

Once a week, a Learning Support Committee met with the teachers of each Year at lunch-time to consider the best possible implementation of support for the students with special learning needs. Some of these children have identified learning problems and some funding is used to support their learning.

Fifteen students participated in the Reading Recovery program this year whilst in Year 1.
Expanding 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, 175 students took part and were awarded with 6 Distinctions and 43 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 18 schools at the Swimming, 8th out of 29 schools at Cross Country and 3rd out of 19 schools at Athletics. A large number of students attended Diocesan Trials with 24 students gaining selection in their respective teams and 6 students progressing to the NSW PSSA Championships after being selected in MacKillop Teams. The school also took part in Basketball, AFL, Dragon Tag, Soccer, Cricket and Netball Gala Days, Rugby League Shields and the Mark Taylor Cricket Shield. At the Catholic Development Fund (CDF) Diocesan Sports Awards 4 children were awarded the Primary Sports Medallion.

This year the students of Stage 3 participated in Public Speaking competition. From that competition a Grade 5 and Grade 6 representative went on to the regional public speaking competition to represent our school. Eight Stage 3 students also participated in the “Murder Under the Microscope” investigation to solve an environmental challenge. The students were successful in all areas.

All Stage 2 students participate in the NICS (Northern Illawarra Catholic Schools) Showcase of Talent.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program Literacy and Numeracy (NAPLAN) 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.

NAPLAN

The NAPLAN was introduced for students in Years 3 and 5 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.
There were 45 Year 3 and 44 Year 5 students who sat for the 2011 NAPLAN test in May of 2011. The results indicate substantial growth in Year 5 Grammar and Punctuation and above State average results across all areas this year in Year 3 and 5.

**Student Achievement in Bands**

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of Literacy and Numeracy in Years 3 and 5. It provides valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

<table>
<thead>
<tr>
<th>NAPLAN 2011: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>2%</td>
<td>37%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>39%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0%</td>
<td>20%</td>
</tr>
<tr>
<td>National</td>
<td>8%</td>
<td>44%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>4%</td>
<td>35%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>42%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>2%</td>
<td>33%</td>
</tr>
<tr>
<td>National</td>
<td>14%</td>
<td>36%</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0%</td>
<td>46%</td>
</tr>
<tr>
<td>National</td>
<td>14%</td>
<td>51%</td>
</tr>
</tbody>
</table>

**Student Achievement of National Minimum Standard**

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.
St John Vianney’s, Fairy Meadow Annual School Report 2011

<table>
<thead>
<tr>
<th>NAPLAN 2011: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>91%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
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<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>National</td>
<td>93%</td>
<td>92%</td>
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<tr>
<td><strong>Numeracy</strong></td>
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<td></td>
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<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>94%</td>
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</table>

Parent, Student and Staff Satisfaction

Surveys were given to all families, members of staff and students from Years 4 to 6. The results of the parent survey indicated that over 90% of parents either strongly agreed or agreed with all 8 items with the exception of item 3. For item 3, 18% of parents disagreed or strongly disagreed that the school offers a range of co-curricula activities. Students were invited to respond to seven items on a survey with over 90% of students agreeing or strongly agreeing with each item. Members of staff were surveyed on 6 items and 100% of staff either strongly agreed or agreed with each item.

School Review and Improvement

School Review and Improvement is an on-going process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2011

- Key Area 2: Students and their Learning
  2.5 Pastoral Care
- Key Area 4: Human Resources Leadership and Management
  4.1 Recruitment Selection and Retention of Staff
4.3 An ethical workplace and culture

- Key Area 5: Resources, Finance and Facilities

  5.1 Information and Communication & Technology

School Review and Improvement components reviewed and rated in 2012:

Due to the amalgamation, the school will implement the Vision and Mission and curriculum changes planned in 2011 and begin the new SRI Cycle in 2013.