



# St John Vianney's School Mulgrave

2020

Annual Report to the School Community



Registered School Number: 1613

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## Contact Details

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## Minimum Standards Attestation

I, Andrew Mullaly, attest that St John Vianney's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

07/06/2021

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Our School Vision

**St John Vianney's Catholic Primary School walks with families in faith and knowledge. We are a diverse and connected community who through powerful collaboration and inquiry inspire each individual to learn and flourish in a contemporary world.**

## School Overview

St John Vianney's School is part of the parish of Mulgrave. The school was established in 1960 as part of the community of Springvale North. The parish continues to be run by the Oblate Fathers.

According to the 2020 census, the school has an enrolment of 424 students. In 2020 the organisation of classes comprised of three Prep classes, five 1-2 classes, four 3-4 classes, five year 5-6 classes. Decisions related to the organisation of class structure are made annually based on school policy to best maximise learning for all students. The school population continues to be culturally diverse, with over forty nationalities being represented throughout the school. English as an additional language is common to many students at St John Vianney's. While learning English is a necessity and a high priority, the school strongly encourages families to ensure their children remain proficient in their mother tongue and celebrate their multi-lingual abilities.

The school is serviced by 3 main buildings. The administration block refurbishment was completed in 2019 and houses the school reception area, staff areas & offices, library/ICT resource centre and meeting rooms. In 2020, following the refurbishment of a Visual Arts area a Visual Arts program was implemented. Two separate classroom blocks accommodate learning spaces for 17 classes. The Scanlon Centre was completed in 2010 as part of the Building the Education Revolution program. This building houses 7 classrooms, student and staff facilities, Literacy Intervention/Maths Intervention rooms and break out spaces for small group learning. The Brigidine Learning Centre was completed in 2015 and contains 10 learning areas, two shared learning spaces, a canteen as well as staff and student facilities. The school enjoys spacious and shaded grounds which include an oval, adventure playgrounds, a sandpit, an amphitheatre and asphalt netball/basketball courts.

St John Vianney's strives to work with families and the parish community to provide students with learning experiences which allow them to flourish in a contemporary world. Religious Education and the Gospel values are central to the life of the school and are strongly reflected in programs, policies and curriculum.

The school curriculum is based on the Victorian Curriculum and the MACS Horizons of Hope, Learning and Teaching documents. Religious Education is central to the curriculum and is integrated with inquiry learning using the Pedagogy of Encounter process.

The School enjoys a close relationship with the parish community. A number of school programs are enhanced from individuals and groups from the parish working alongside educators. The annual Community Fun Day, held each October, brings the Parish and School together in a spirit of co-operation to raise funds that contribute to projects which fulfil the vision of both school and parish. Unfortunately, due to COVID 19 restrictions the Community Fun day and school/parish programs did not proceed in 2020 but we look forward to their return in 2021. Family engagement continued to be a priority in 2020. COVID 19 and the implementation of remote learning for a large part of the year resulted in staff members implementing strategies to maintain student learning outcomes and communication to engage parents in their child's learning. In term 1 we were able to host the dinner and conversation evening held for Prep families. This event was well attended and positive feedback about the school was received from parents. In 2020 Family Engagement was mainly through online events. Volunteer initiatives were put on hold for 2020 due to COVID 19 lockdowns and restrictions. The school endeavoured to promote family engagement with events such as family/teacher meetings, online videos led by the Principal, incursions, class meetings and liturgies being held using online platforms.

Student Wellbeing continued to be a focus in 2020. The school continued to provide access to a counsellor and the Resilience, Rights and Respectful Relationships program was implemented throughout the Remote Learning period. Restorative Practices continued to be a tool to enhance student wellbeing. Esafety was a priority in 2020. All staff completed professional learning provided by the Esafety Commission. Weekly information in the school newsletter related to safe online practices as well as the promotion of parent courses from the Esafety commission. Online behaviour protocols were set up and implemented for both staff and students in an effort to maintain a safe environment for all.

St John Vianney's continues to strive to provide a learning environment where all students feel safe and flourish in the contemporary world.

## Principal's Report

As Principal of St John Vianney's Mulgrave, I continue to be proud of our school and be privileged to be a part of the parish faith community. As a Catholic community we strive to live out the gospel values and encourage each other to realise our vision: *'To walk with families in Faith and knowledge'*

With the COVID 19 Pandemic, the 2020 school year was indeed a year like no other. There were many challenges for both families and staff and on reflection all members of our community can be proud of their achievements. As we reflect on our diverse community and their efforts related to remote learning, we can confidently say that we are blessed.

As a community we were able to celebrate the opening of the school year with Mass and presentation of the Year 6 leaders for 2020. 2020 also saw the beginning of a Visual Arts program at St John Vianneys. Our Harmony Day activities in first term brought the school together for a wonderful celebration. Likewise, we were able to participate in a National Day against Bullying.

Although 2020 saw many events cancelled due to COVID 19 restrictions, it was pleasing to be able to offer some events in a modified form: an alternative sports day in Term 4, Year 6 Graduation and fun day and several incursions that were offered in an online format. Although it was disappointing not to have families at these events, they were memorable for students and parents were able to access the events through online platforms.

Despite COVID 19, Religious Education and our Catholic Identity continued to be a strong focus within the community. In 2020 we endeavoured to implement a contemporary RE curriculum throughout remote learning. and students immersed themselves in a range of purposeful activities. Unfortunately Family faith nights were not able to be conducted for parents and students and the sacraments of Reconciliation, Eucharist and Confirmation were unable to be celebrated. Classes were not able to lead any Friday morning parish liturgies or host morning tea for families.

Our relationship with school families continues to grow and 2020 led to increased use of the online platforms of Seesaw and Google Classroom to maintain opportunities for parents to engage with their child's learning and maintain communication with families. Weekly videos and newsletters from the principal allowed for connections between home and school to be maintained.

Staff were involved in professional learning throughout 2020 through online platforms. Planning meetings and staff meetings were held using Google meets. Family/Teacher conferences were also held via an online platform, these meetings were very well attended by families. 2020 proved to be a challenging year in the delivery of learning programs, but all students participated in both 'Remote Learning' and 'Onsite Learning'. All students were able to access 'Remote Learning' and the school provided devices to those students who were unable to get access to devices at home. Staff provided learning activities in all curriculum areas and intervention groups were facilitated through Google meets in Literacy and Numeracy. Students also had the opportunity to participate in incursions related to Inquiry Learning. Students were able to connect with their peers and teachers through the use of Google meets. The school was able to provide learning at school for those students who were not able to learn at home and staff were rostered to work at school to cater for these students. Students were excited to return to school at the end of term 2 for a few weeks and again from Week 2 of term 4.

Unfortunately, we were unable to celebrate any Sacraments in 2020 and the opportunities to celebrate as a school were limited. We did celebrate the beginning of the School Year Mass and the whole school gathered outside to welcome Father Eric Alleaume in Term 4. Year 6 Graduation and Fun day were celebrated but COVID restrictions did not allow these events to take place in

the usual format. Graduation was celebrated during the day with a liturgy, awards, lunch and organised activities for the students at school. Unfortunately, parents were unable to attend, but the day was enjoyed very much by students and staff. Year 6 families were provided with a video of the day's events.

Sporting activities were also impacted by COVID 19. Swimming programs were cancelled, as was inter-school sport. Students were able to participate in a modified version of our school sports day in Term 4.

In 2020, the school was part of a review by VRQA and Catholic Education Melbourne. School policy and practice was reviewed by an independent reviewer. The school community gathered evidence and data which reflected achievements of the school in the last 4 years. The reviewer report provided very positive feedback as well as some recommendations for continued growth in the next 4 years. A School Improvement Plan has now been put in place for 2021-2023.

In 2020 St John Vianney's consisted of seventeen classes which were supported by:

- Leadership Team (Principal, Deputy Principal, Religious Education Leader, Student Wellbeing Leader, Student Services Leader, Literacy Leader, Numeracy Leader)
- Level Leaders
- Maths Intervention Leader
- Literacy Leaders Intervention Leader
- Information Technology Leader
- Information Technology Maintenance personnel
- Learning Support Officers
- Administration staff and an appointed Business Manager

Student Wellbeing has continued to be a main priority in the school. Every effort was made in 2020 to maintain connections with students throughout remote learning and when students returned to onsite learning. This is evident in programs that are offered to students and the philosophy of the school. Regular monitoring of students and whole school-based programs continued throughout 2020.

I am proud to lead a team of dedicated, talented and generous staff. Their commitment to their profession, to improving student outcomes and to the genuine care of each child is truly inspiring. We are blessed to have such a trusting and diverse community. I thank all parents for the trust and support they give towards the education of their children at St John Vianney's. I thank Fr Dominic Rozario and Fr Eric Alleaume for their ongoing support and commitment to our school.

2020 was a year with many challenges, but it is also a year to celebrate our achievements and resilience.

## Education in Faith

### Goals & Intended Outcomes

GOAL: To strengthen our school as a contemporary Catholic community.

INTENDED OUTCOMES:

That students are able to understand and make meaningful, relevant connections between the Catholic story and their own lives.

That staff continue to develop their capacity to design and implement a contemporary RE curriculum.

### Achievements

Staff and students were involved in activities and events in 2020 which related to the Catholicity of St John Vianney's and added to the spiritual development and Catholic Identity of the community.

#### VALUE ADDED

- A professional learning meetings continued to be held once a term to enhance planning Inquiry/POE. In term 1 and 4 were able to meet face to face. In terms 2 & 3 meetings and planning were held via Google meets.
- During remote learning staff continued to teach Religious Education as part of the Inquiry Learning process through the Pedagogy of Encounter.
- Whole school liturgical celebrations were held at the beginning and end of the year. The opening of the school year mass was celebrated as a whole school community and the end of the year liturgy was held in the Performing Arts area with limited numbers and classes participating in the liturgy in their classrooms while watching the videoed liturgy led by Father Eric.
- In 4th term we were able to welcome Fr Eric and farewell Fr Dominic with an outdoor liturgy with staff and students. St John Vianney's Feast Day was celebrated via remote learning programs.
- Year 6 Graduation was celebrated with Fr Eric leading a liturgy with the Year 6's. The year 5's were included in the liturgy and parents were able to access a recording of the Liturgy.
- Social Justice initiatives and fundraising activities were limited in 2020, but we were able to raise funds for bushfire victims at the beginning of the year.
- Families were encouraged to pray at home and encouraged to participate in activities provided during Remote Learning and the school newsletter.
- We participated in a very successful School Review process

## Learning & Teaching

### Goals & Intended Outcomes

#### GOAL:

To improve student learning outcomes through personalised, effective and stimulating teaching that builds student ownership and engagement in all areas of the curriculum.

#### INTENDED OUTCOME:

That student learning outcomes will continue to improve.

### Achievements

- The school continued to participate in The School Wide Improvement Framework PL offered by CEM (Southern Zone) in 2020 through online sessions.
- In 2020 professional learning focussed on the implementation of best practice within all areas of the curriculum using online platforms. Staff, students and families spent time to become proficient in the use of platforms such Google Classroom and Seesaw. Google meets were used often for staff meetings, class meetings and intervention groups.
- The school continued to use outside agencies to build teacher capacity in implementing the Victorian curriculum and maintaining safe online practice during remote learning.
- All classes participated in incursions during remote learning. The school endeavoured to create online and in term 4 onsite activities which provided students with engaging learning activities.
- 2020 provided students with many opportunities to integrate technology into their learning experiences.
- Family/teacher meetings were conducted online and provided an opportunity for students to share their learning and to give and receive feedback about remote learning.
- Staff continued to develop their own professional learning goals and monitor their progress throughout the year through online courses and the Annual Review Meeting process was also conducted online.
- Intervention programs for students at risk were implemented in Numeracy and Literacy through: Literacy Intervention groups online and Learning Framework in Number using Google meets.
- Speech pathology programs continued to be implemented for students who required support in their learning using Google meets.
- High able students participated in the Australian Mathematical Problem-Solving Competition
- Online Professional learning opportunities were accessed by staff in curriculum areas using many online courses that were available during the year.
- The school continued to offer a Performing Arts program at all levels throughout the Remote Learning time.
- Students were provided with weekly classes for Library. Programs were literature based and incorporated a range of ICT skills and programs. Students were able to borrow books in term 1 and term 4. Students enjoyed being able to participate in Book Week activities online.

- Indonesian continued to be offered as part of a LOTE program. Students participated in weekly classes which connected with the Inquiry concept of the term. Indonesian Day was celebrated during Remote Learning and proved to be a most successful online event.
- PE classes were offered throughout 2020 and students were asked to engage in physical activities throughout remote learning. A modified sports carnival was held in Term 4 and was enjoyed by the students.
- We participated in a very successful School Review process.

## STUDENT LEARNING OUTCOMES

Assessment practices in 2020 were somewhat modified but were still an integral part of the learning cycle, particularly in Numeracy & Literacy.

Beginning and end of year assessments were implemented as well as ongoing assessments during the year. Most students experienced growth in their learning and those who did not experience growth in Literacy or Numeracy were identified and will be a part of the 2021 government funded Tutoring Program.

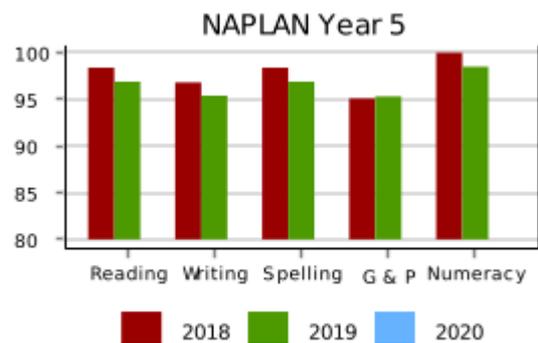
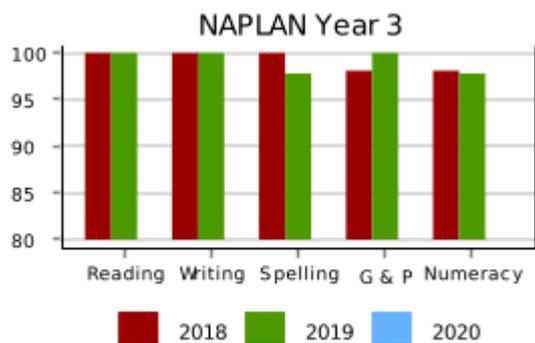
Assessments in the Progressive Achievement Test for Reading and the Progressive Achievement Test for Maths at the end of 2020 indicated that students at St John Vianney's performed at or above the level for students in the 5th, 25th & 50th percentile ranks and at the expected level for students in the 75th and 95th percentile rank when compared with the normed sample of Australian students.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	98.1	100.0	1.9		
YR 03 Numeracy	98.1	97.8	-0.3		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	97.8	-2.2		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	95.1	95.3	0.2		
YR 05 Numeracy	100.0	98.5	-1.5		
YR 05 Reading	98.4	96.9	-1.5		
YR 05 Spelling	98.4	96.9	-1.5		
YR 05 Writing	96.8	95.4	-1.4		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

#### GOAL:

To develop further our school-wide approaches which value diversity, respond to individual needs and foster positive relationships between all members of the community.

#### INTENDED OUTCOMES:

That the wellbeing of all students at St John Vianney's School will be enhanced.

That opportunities for student voice will be increased.

### Achievements

At St John Vianney's we understand that student wellbeing has a significant impact on learning outcomes. During 2020 the school wellbeing team continued to meet regularly to monitor students and provide support to those students who needed support. Although 2020 did not allow for the implementation of face to face programs and practices, the wellbeing team continued to provide opportunities to enhance the wellbeing of all.

#### VALUE ADDED

- 'Restorative Practices' & 'Positive Behaviour' continued to be a whole school approach to behaviour management. Restorative language continues to be embedded in conflict situations with the aim of enabling students to own their behaviour and its effect on others. The student behaviour code of conduct supports Restorative Practices.
- Professional learning facilitated by CEM personnel was undertaken by all staff to strengthen understanding of positive discipline and the implementation of Restorative Practices and Positive Behaviour practices.
- In 2020, a Student Representative Council was active at St John Vianney's. Students were voted for by their peers to be a part of the SRC. The school captains were a part of the SRC and the group was led and guided by the Wellbeing Leader. In 2020 the SRC worked on the development of a Child-Friendly Child Safe Policy. Meetings were held both online and face to face.
- Resilience, Rights and Respectful Relationships program continued to be implemented throughout the school and staff received professional learning related to the planning and implementation of the program.
- Senior students had the opportunity to apply for a variety of leadership positions and be mentored in their role by selected staff members.
- Staff and parents have been involved in supporting students in wellbeing and program support meetings.
- Learning and Diversity team meetings were held regularly to monitor 'at risk' students.

- The school newsletter and online school assemblies continued to recognise the efforts and achievements of students.
- In 2020 the school continued to provide access to school counsellors and a psychologist. These services continued throughout remote learning
- During remote learning classroom teachers communicated with students and parents via Seesaw or Google Classroom as well as phone calls and google meets.
- Staff who were part of the Leadership Team made regular check in phone calls to families throughout term 2 & 3
- We participated in a very successful School Review process.

## STUDENT SATISFACTION

Our Internal surveys and feedback from students, parents and staff would indicate that students did their best during Remote Learning.

The majority of students participated very well in a wide range of remote learning activities. They posted their work and demonstrated their learning and progression..

Whilst most students missed the daily and social contact with one another, they enjoyed connecting with one another through Google meets.

## STUDENT ATTENDANCE

Parents are responsible for contacting the school when their child is unable to attend the school on any given day. This can be done by calling the office from 8:30am on (03)8543 4444, leaving a message on the school absence line.

In the event that contact is not made with the school on the morning of the absence and the absence is reflected in the daily attendance records, the school makes immediate contact with the parents to inform them of this occurrence. Contact is made with parents through the use of Synergetic and a request made for an immediate response to explain the absence. A text message is sent to parents if possible, prior to 10:00am. Where a parent fails to respond to the initial contact by the school within 1 hour, a second attempt to contact them is made via direct contact. In the event that this communication remains unsuccessful, a subsequent attempt to contact individuals identified as the student's emergency contact is made. The school makes all reasonable attempts to determine the location and wellbeing of the student. Where an explanation is received, the accurate cause of the absence is recorded.

During Remote Learning, parents were asked to follow the absence procedure by calling the school if their child was unable to take part in Remote learning on any given day. Students were required to check in with their teacher each day. Students who did not participate in Remote Learning activities or the school had been notified of non participation were marked as absent. Students who were onsite were recorded using the usual process.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.1%
Y02	94.6%
Y03	94.6%
Y04	95.7%
Y05	96.4%
Y06	96.2%
Overall average attendance	95.4%

## Child Safe Standards

### Goals & Intended Outcomes

At St John Vianney's the care, safety and wellbeing of children and young people is regarded as a central and fundamental responsibility of the school. The school vision makes a commitment to walk with families in faith and encourage each member of the community to flourish in the contemporary world. Our actions therefore reflect the love, justice and sanctity of each human being that are central to the teachings of Jesus Christ in the Gospels.

The following goals underpin our commitment to child safety at St John Vianney's School.

We aim for:

- All students to be aware of their fundamental right, to be safe and protected from all forms of abuse and neglect.
- Our school to work in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All students to have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, to have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse
- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students to be based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrating compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- All persons involved in situations where harm is suspected or disclosed, are treated with sensitivity, dignity and respect.
- Staff, clergy, volunteers, contractors, parents and students are free to raise concerns about child safety, knowing school leadership will take these seriously.
- Appropriate confidentiality is maintained, with information being provided to those who have a right or a need to be informed, legally or pastorally

### Achievements

- The school successfully met the Child Safe requirements of the 2020 CEM School Review.
- Policies and practices are constantly being updated to meet compliance with legislative requirements.
- The school has developed a Child Safety Policy to which all staff must read and agree.
- The staff and SRC developed a Child Friendly Child Safety Policy.

- Role descriptions of staff include the expectation of adhering to child safe practices and the code of conduct.
- Informed the school community about strategies and Child safe practices. This is enacted through the Education Board meetings where there is discussion and ratification of policies, the newsletter and policies are publicly available on the school website.
- Reviewed Risk Management practices
- A Child Safety team operates within the Leadership Team and Childsafe is a standard agenda item.
- Monitored the school's adherence to its child safety policy and practices with the use of sign in sheets/QR codes for all adult visitors and contractors to the school, risk management strategies implemented for excursions. A register that provides information for those who have a current WWCC
- Supported, encouraged and enabled school staff, parents, and children to understand, identify, discuss and report child safety matters. Staff have participated in professional learning in the Personal and Social Capability curriculum. Staff and students have implemented the School Behaviour Code. Newsletters offer information and tips for cyber safety and the school is an accredited eSmart school.
- Staff are equipped to identify and manage reportable incidents with ongoing supportive professional development, such as Mandatory Reporting. Staff complete the Mandatory Reporting modules annually.
- The curriculum document, 'Resilience, Rights and Respectful Relationships' is being used in all learning spaces
- Key staff have been trained in the PROTECT protocols and understand the duty of care obligations outlined in the document.
- Agencies such as Child First and DHHS are contacted when appropriate as well as follow-up contact to CEM Wellbeing team.
- Staff have completed professional learning about the Child safe standards and Disability Standards for Education.
- We participated in a very successful School Review process.

## Leadership & Management

### Goals & Intended Outcomes

#### GOAL:

To grow and sustain a professional culture that is characterised by integrity, shared vision, effective teamwork and a focus on continuous improvement.

#### INTENDED OUTCOMES:

- That Domains 11 & 12 related to collaboration demonstrate improvement
- That Policies are maintained and up to date.
- That feedback becomes an effective tool for improvement

### Achievements

- In 2020 the timetable both during onsite and remote learning continued to support level planning.
- Curriculum leaders continued to facilitate CLC meetings to build teacher capacity in implementing the Victorian curriculum.
- Work was completed in creating a learning space for Visual Arts. A Visual Arts program began in 2020 and continued throughout remote learning.
- The leadership team worked to promote Childsafe practices throughout the school.
- The school reviewed all policies which support Child Safety and promote effective relationships between all stake holders.
- We participated in a very successful School Review process. We engaged in this process remotely. It was a thorough and engaging process that demonstrated the strengths and opportunities for our school.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2020

#### Professional Learning Activities completed by staff in 2020

E-safety: Online Risks and Protective factors

Level 2 First Aid

Asthma First Aid for Victorian Schools

CPR & Anaphylaxis Training

Mandatory Reporting Module

Child Safe Standards

Dynamiq: Online Warden Training

Disability Standards for Education(Primary)

- Intervention Framework Modules
- School Wide Improvement Framework
- School Review Process
- English as an Additional Language Continuum
- Leaders who participated in Networks**
- Wellbeing network days
- RE network days
- Digitech network days
- Principal Network days
- Learning & Diversity network days
- ROSAE Training

Number of teachers who participated in PL in 2020	49
Average expenditure per teacher for PL	\$361

**TEACHER SATISFACTION**

Over the 'Remote Learning' period the school leadership gathered ongoing feedback from staff in an effort to provide the appropriate learning experiences for the students effectively. Teachers offered positive feedback to Leadership and recommendations to improve the process.

**Example of Staff feedback:**

- Q & A/ FAQ doc worked well in Year 5-6
- Contact from families/students has been positive and the majority of students have connected very well
- Students are positive and most are engaged
- Morning task/check in has been good
- Google slides has worked for most specialists
- Google meets has worked well for meetings and keeping connected
- Good clear communication from Leadership/ Andrew & Marg
- Students have enjoyed feedback
- Families have enjoyed videos made by leadership/ teachers
- Parents are giving good feedback generally about the great job teachers are doing
- Levels & teams are doing a great job
- Great opportunity for new learning in what/how we can present learning to students
- PLP chats are a luxury that we don't have during normal school time

**Example of recommendations/ideas**

Staff continually explored options to implement:

- Assessments
- Checking in with students
- Acknowledging great efforts of students
- Providing feedback
- Differentiating learning
- Specialists program
- Being aware of differing circumstances of families

During 'Remote Learning' programs in PE, Indonesian, Library, Performing Arts & Visual Arts were offered. The idea of a Specialist Day was well-received by Staff and families. Level teams were able to use the Specialist Day to plan and discuss class level programs via Google meet.

Feed back from teachers at the conclusion of 'Remote Learning' indicated a sense of achievement which they experienced and assessments completed at the end of the year indicated that growth in learning had occurred for the majority of students. The ability of teachers to provide an online learning environment reflected the professional learning that teachers had participated in.

The Staff spoke highly of the Review Process which was done remotely. They thought it was comprehensive and thorough and gave us good future directions.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	95.2%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	91.5%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	27.6%
Graduate	13.8%
Graduate Certificate	3.4%
Bachelor Degree	72.4%
Advanced Diploma	24.1%
No Qualifications Listed	6.9%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	41.0
Teaching Staff (FTE)	27.7
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	11.2
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

#### GOAL:

To enhance the partnerships between the school and the community.

#### INTENDED OUTCOMES:

That parents will have a greater understanding of the learning process and will be more engaged in their children's learning

That opportunity for parent and wider community involvement in the life of the school will be optimised.

### Achievements

- St John Vianney's continues to promote and strengthen the involvement of all families and community groups in the life of the school.
- In 2020 the school relied on parents to support the learning of their children through online platforms. Communication between school and families was essential for the success of remote learning and the building of relationships between teachers and students.
- The Parish Education Board continued to be an advisory body that meets each term to discuss the operation of the school and policy development. All meetings were held via Google meets. The Board also contributed to the review process. The board consists of parent representatives and in 2020 the board had five parent representatives.
- There were few opportunities where families were able to come together as a community in 2020. The community did have an opportunity to gather for a Welcome to school morning tea and Pizza with the Principal for Prep families in Term 1. Literacy & Numeracy information sessions were held for Prep parents to enable them to enhance their child's learning.
- Family Engagement continued to be a focus in 2020. The majority of parents supervised their child's learning at home and worked closely in partnership with staff during the remote learning process.
- Parents were involved in the School Review Process and met online with the Reviewer to discuss the school's strengths and opportunities for growth.

### PARENT SATISFACTION

The school conducted a survey of parents at the beginning of Term 3 to get feedback from parents in regard to Remote learning. From the feedback adjustments were made to meet the needs of families. The results were as follows:

#### Is there enough work provided?

#### Responses:

Enough 76.5%

Too much 15.7%

Not enough 7.8%

**What have you done when your child/yourself needed more direction from the teacher?**

58% emailed the teacher

78% used the Seesaw App

0% called the school

8% my child did not complete the activity

0% didn't contact the teacher because they didn't know how to

**Have you been satisfied with the communication from the school?**

96% Yes

4% No

**Have you been satisfied with the communication from your child's classroom teacher in particular?**

90.2% Yes

9.8% No

**Has your child received feedback about their learning?**

88.2% Yes

2% No

9.8% Not sure

**Has technology been an issue for 'Remote Learning'?**

82.4% No

17.6% Yes

**PARENT COMMENTS**

Teachers are doing a great job and Andrew is leading the team so well. So much effort is going into the children's learning, it is appreciated and valued.

Completing all the tasks and activities takes much more time than 3 hours, that was recommended to spend on. Recording and uploading all tasks take additional time.

No instructions on how to use apps such as Google slides, Seesaw. Not knowing how to upload pictures, not being able to print.

Thank you to all teachers for their feedback and ongoing support for the kids learning. We always appreciate all the efforts teachers put in their daily teaching. More than ever we LOVE our teachers for everything they do during this difficult time. Hope all is well and safe and trust we will meet again very soon 😊. God Bless.

1/2 GP have shown so much care in their messages and videos and that is great as it's the only connection the children have with the school so we feel it's so important and very appreciated. Keep that up it holds so much value. Very prompt responses always.

Prep CH learning videos are great and so well put together - brilliant job. Very prompt responses always.

## Future Directions

As St John Vianney's School engages in the process of strategic thinking and planning, manifesting in the development of its School Improvement Plan for the next four years, the following broad goals provide St John Vianney's with future direction.

**Strategic Intent:** To embed whole school collaborative practices to curriculum planning and delivery, to develop a culture of feedback facilitated through the formation of professional learning communities and to enhance student voice, agency and leadership which will empower students as learners.

### **Priority 1: Collaborative Practices**

**Goal:** That St John Vianney's embeds whole school collaborative practices.

### **Priority 2: Feedback**

**Goal:** That St John Vianney's develops a culture of feedback facilitated through the formation of learning communities

### **Priority 3: Student Voice**

**Goal:** That whole school practices enhance student voice, agency, and leadership to empower students as learners with self-efficacy.

### **Priority 4: Community**

**Goal:** To strengthen our school as a contemporary Catholic community.