



# St John Vianney's School Mulgrave

## 2021 Annual Report to the School Community



Registered School Number: 1613

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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 2021 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 Schools.

30/03/2022

**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)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## 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 an integral part of the Parish of Springvale North or Mulgrave Parish. The school was established in 1960 as part of the community of Springvale North. The Parish continues to be run by the Oblate Fathers with Fr Eric Alleume our current Parish Priest.

In the August 2021 census, the school had an enrolment of 410 students. 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 first language 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 2021, but we look forward to their return in 2022.

## Principal's Report

As Principal of St John Vianney's Mulgrave, I continue to be enormously proud of our school and feel privileged to be part of such a vibrant and supportive community. As a Catholic community we strive to live the Gospel values and encourage each other to realise our Vision; in part, to 'inspire each individual to learn and flourish in a contemporary world.'

The 2021 school year was once again extremely challenging as we navigated the reality of COVID -19 regulations and restrictions. Despite the many challenges felt through ongoing lockdowns and interruptions, we continued to demonstrate an unwavering commitment to support our students in their learning and wellbeing. Remote Learning once again saw our dedicated staff continue to work tirelessly to best support our students. As well as working productively with the majority of students who were at home, the school catered for an increasing number of students whose situations saw a need for them to attend school on-site. In 2021 as part of our Remote Learning delivery, we increased the number of google meets for our classes and this was met most favourably. Likewise we had more individual and small group lessons to support those most at risk. We were most grateful for and utilised to the best of our ability the Tutor program aimed at supporting students who required extra learning support in Literacy and Numeracy.

There were however several opportunities across 2021 for students to learn on-site, and clearly we made the most of these times. Students learn best face to face and clearly enjoyed and benefited from the interactions with their peers and teachers.

Whilst some important school events had to be cancelled in 2021, we were able to postpone others. Our Harmony Day, Year 6 Camp, School Christmas Concert and Graduation ceremony were some of the most memorable events for our 2021 year.

Despite COVID-19, Religious Education and our Catholic Identity continued to be a strong focus within the community. We looked for opportunities to celebrate as a community. We were fortunate to be able to gather for several liturgies. By the end of the year, we eventually were able to celebrate the Sacraments of Penance, First Eucharist and Confirmation for our 2020-21 student cohorts.

I thank our parent group who once again partnered so supportively with our staff and school in the best interests of all children. Their flexibility, positive communication and willingness to prioritise education throughout remote learning demonstrates the wonderful community of which I am proud to be a part.

In what has been a most challenging year, I am particularly 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.

Our students are the heart of our school. Despite several interruptions to on-site learning, and the cancellation or postponement of school events, our students demonstrated resilience and flexibility. We are truly blessed to have such wonderfully caring students who do their best in their learning and bring energy and life to our community.

May we continue to strive for excellence in everything we do at St John Vianney's.

## Education in Faith

### Goals & Intended Outcomes

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

INTENDED OUTCOMES:

That students continue to develop their understanding of the Catholic Story and make connections to their own lives

To build teacher capacity to design and implement a contemporary RE curriculum

That Social Justice has a clear and strategic plan which connects with the SJV and wider community.

### Achievements

- Our 2021 MACSSIS results indicate that our Catholic Identity is very important and valued.
- Our students, families and staff all believe that we emphasise our Catholic traditions and mission at our school.
- Prayer, Mass, Sacraments and Social Justice are all seen to be highly valued and despite lockdowns and remote learning were still seen to be appropriately promoted and celebrated where possible.
- We are a multi faith community and our data suggests it is very evident that the school respects other religions.

### VALUE ADDED

- As we began the 2021 school year, with COVID-19 restrictions still very much part of our daily lives, it was not possible to have our Opening School Mass in our church with our community, as has been the case in past years. Instead, we had a beautiful Liturgy in the Performing Arts Area. Our senior school students were present, and we were able to stream the celebration into all the other classrooms. We welcomed our Preps and several other new students. Fr Eric and the Principal presented the Year Six Captains and Leaders with their leadership badges. At this celebration, our staff were commissioned in our roles to faithfully serve our students and families.
- Whilst participation in Our Ash Wednesday ceremony had to be cancelled due to a 'snap lockdown' in term 1, we were able to have very reflective and engaging Liturgies for Holy Week and Easter. The school also gathered for Liturgies for Harmony Day, to acknowledge ANZAC Day and later in the year, Remembrance Day.
- Whilst we were able to gather with our St Vincent de Paul leaders to launch our Mini Vinnies group, social justice initiatives and fund-raising were limited across the year to Caritas Project Compassion and to the SVDP Winter appeal.

- As a community we were unable to celebrate a Mass or Liturgy to mark the end of year, but our Year 6 students were able to have their Graduation ceremony in the church with family and staff.
- The Sacramental life of the school was also disrupted due to the COVID-19 restrictions. Due to Remote Learning, for the second year in a row, our Term 2 and 3 Class Masses were not able to be held. We were however fortunate that in the first term our Year 3 & 4 students were able to celebrate their First Reconciliation in the church. It was a reflective and affirming celebration. In Term 3, our first cohort of students, a mixture of Year 4 and 5 students, were able to celebrate their First Communion before COVID-19 restrictions were once again instigated. It wasn't until the end of the year in December, that the rest of our Catholic students were able to gather in our Parish church to celebrate their First Communion. The Sacrament of Confirmation was also celebrated in December for students within our Parish. This included students who had begun their preparation in 2020 and in 2021. The students were prepared for the Sacraments both at school and at home. Parents as the First Educators in Faith, supported their child to complete a Sacrament booklet aimed at building knowledge and initiating conversation within the family.
- Families were encouraged to pray at home and encouraged to participate in liturgies provided during Remote Learning and through the school newsletter.
- In 2021, during remote learning, staff continued to teach Religious Education as part of the Inquiry Learning process through the Pedagogy of Encounter.
- Staff continued to participate in professional learning meetings held once a term to enhance planning Inquiry/POE. Most of these meetings and planning were held via Google meets.
- External Professional Learning days and courses were limited due to COVID-19, In May the Principal participated in the Southern Region Faith Formation and Spirituality Day with other staff participating in network and online workshops. In November the staff gathered for our RE Faith Formation Day. The focus was 'Care for Our Common Home' - from the Encyclical Laudato Si. It was a most successful day as we grew in our awareness of Pope Francis' call for us to renew and celebrate our connections to the natural world. It is in embracing a spirituality that appreciates, with a sense of wonder and awe, the deeper mystery of life on earth, that our planet can be healed. Pat Long was our facilitator and ensured the day to be most beneficial for staff.

## Learning & Teaching

### Goals & Intended Outcomes

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

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

INTENDED OUTCOMES:

That agreed consistent and rigorous approaches to curriculum planning and delivery are evident in and across level teams.

That the high Impact teaching strategies are begun to be implemented by teachers across all curriculum areas.

### Achievements

- Despite the many interruptions across the 2021 year due to COVID-19, Teaching and Learning programs continued to be well implemented both on-site and remotely to support our students. Our students were immersed in a range of learning activities to assist them to progress in all areas of the Curriculum. In Remote Learning, the school provided students with engaging learning activities.
- Our staff worked closely with our parents to best support our students.
- We began the first two days of the school year with Literacy and Numeracy Testing for all our Prep -2 students and for some of our Year 3-6 students. This served to assist us well to begin the process of differentiating learning for our students.
- In 2021, we began the Tutor Program instigated by the State Government. The Tutor program aimed to support students in Prep-6 who the staff identified as requiring extra assistance with their work as a result of the many disruptions to on-site learning in 2020.
- As part of online and remote learning, Intervention Teachers and staff continued to support individual and small groups of children across the school, through the Tutor Program/ Literacy/ Numeracy programs. Some of our senior students continued to be extended in Maths through the Maths Olympiad Program.
- Our supports for our students requiring extra assistance saw a number of Allied Health Professionals work in partnership with the school, to support a small number of identified students.
- The weekly specialist program continued both on-site or remotely across the year. One of our highlights within our Performing Arts program was our participation in our Harmony Day Cultural Day. Students worked together within classes and levels and were able to perform for the school in Term 4. Despite every effort, unfortunately our planned school concert could not ahead.
- 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. Once again 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 had a smaller focus in 2021, but nevertheless was celebrated during Remote Learning and proved to be a most successful online event.
- PE classes were offered throughout 2021 and students were asked to engage in physical activities throughout remote learning.
- Sporting events were limited across the year. Whilst our Year 3-6 Swimming Program was able to proceed in Term 1, our Swimming program for our year Prep -2 was not able to take place. One of our students won through to the State Swimming Titles in various events.
- Our Year 3-6 Students thoroughly enjoyed the House Cross Country Sports event and a modified house sports carnival was held in Term 4 and was enjoyed by the students.
- Our outdoor education experiences saw our Year 6 group participate in their camp experience with a snap lock down requiring our students to return on last morning. Our Year 4 students were unable to participate in their camping program.
- Our Year 3 -6 families were invited to participate in the Wonder of Living Family Enrichment Program with its focus on sexuality education.
- With excursions limited due to COVID-19 restrictions, all classes participated in a range of incursions some of which were conducted remotely. Feedback indicated that the students learnt from and thoroughly enjoyed the hands-on Science activities. Our Middle School were well-informed about the workings of the Local Council after our SRC representatives represented the School at the Junior Council Meeting at Monash Council Chambers.
- 2021 provided students with many opportunities to integrate technology into their learning experiences. When students were on-site classes used the ICT time each week to explore tools and build skills for learning. DigiTech lessons were also held to assist students understanding of coding. Cybersafety was well promoted both on-site and through remote learning.
- In 2021, NAPLAN testing returned and was completed online by our Year 3 &5 students. Assessment practices in 2021 were somewhat modified but were still an integral part of the learning cycle, particularly in Numeracy & Literacy. Formal and informal assessments were conducted to assist our students. 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.
- Key Staff continued to participate in the Southern Region Office School Wide Improvement Framework (SWIF). The school leaders led staff in a series of Learning Sprints aimed at improving our teaching approach and student outcomes in Numeracy and Literacy. We furthered our understanding of High Impact Teaching Strategies particularly in the area of feedback.
- As a staff we continued our Professional Learning around implementing Learning Intentions and Success Criteria.

## STUDENT LEARNING OUTCOMES

An analysis of the NAPLAN Data, specifically the Year 3 to Year 5 Growth from the 2019 (Year 3) to the 2021 (Year 5) indicates the following:

St John Vianney's achieved higher growth from Year 3- 5 than the State in all areas; Reading, Writing, Spelling, Grammar/ Punctuation and Numeracy.

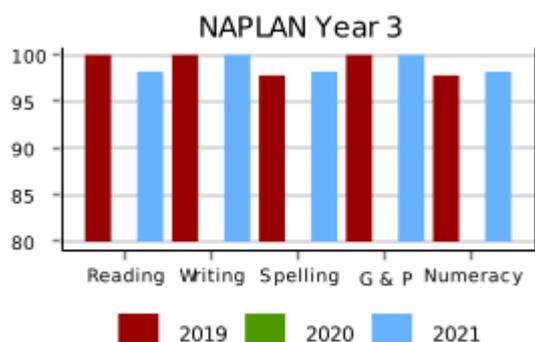
The school continues to ensure structures and procedures are in place to review the progress of our students in Literacy and Numeracy. In addition to best teaching practices and differentiated teaching, students identified as requiring extra assistance are given appropriate supports.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	97.8	-	-	98.2	-
YR 03 Reading	100.0	-	-	98.2	-
YR 03 Spelling	97.8	-	-	98.2	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	95.3	-	-	100.0	-
YR 05 Numeracy	98.5	-	-	100.0	-
YR 05 Reading	96.9	-	-	100.0	-
YR 05 Spelling	96.9	-	-	100.0	-
YR 05 Writing	95.4	-	-	100.0	-

\* 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

#### Goals & Intended Outcomes

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

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. In 2021, it continued to be vitally important particularly given the ongoing impact of COVID that we focussed on students' wellbeing as a priority.
- The weekly learning activities within all classes had a student well-being focus. We endeavoured to be mindful and supportive of students wellbeing, resilience and connection to school and one another
- Across the first two weeks of the school year each class ensured a range of well-being activities to assist building positive relationships.
- During 2021 throughout remote learning, staff increased the number of class 'googlemeets' and 'check-ins' with their classes' or groups to assist our students to best connect with one another and the school.
- The school wellbeing team continued to meet regularly to monitor students and provide support to those students who needed support.
- Although 2021 at times, 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. Student wellbeing Meetings continued to take place online.

### VALUE ADDED

- Despite many postponements and disruptions in 2021, we were able to participate in some important well-being curricula and extra curricula activities alongside a number of Student Wellbeing practices
- 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.
- School organisational structures were put in place a which prioritised student well being. These included the election of the SRC representatives, giving student voice to important school operations. The SRC met on-site where possible and remotely from time to time. In November our SRC presented to the SRO Wellbeing Network, articulating why student voice was important to our school.

- Our school psychologist /counsellor continued to work with students at SJV working both on-site and remotely.
- The School participated in our Harmony Day activities on the same day as our focus on Bullying NO WAY. This day both celebrated our Cultural Diversity and raised awareness around anti Bullying and strategies and processes to deal with bullying situations. The students were aware of ways to seek assistance should they require. These processes are also displayed around the school.
- Whilst school clubs and activities were limited in 2021, where possible students were given opportunity to participate in wellbeing, activities online and on-site. From time to time, students were able to safely participate in student led sporting Clubs as well as Drawing Club, Chess Club, Catch up Club.
- A focus on Healthy and Active initiatives saw the engagement of Kelly Sports as an extra curricula activity for interested Prep -4 students.
- '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.
- 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 well-being 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.

## STUDENT SATISFACTION

The following highlights some student satisfaction results from the 2021 MACSSIS Student Survey data.

- In every domain (ten in total) our student scores are higher than that of the MACS average.
- Despite lockdowns our students indicated that they were excited about going to classes 83% compared to the MACS average of 64%.
- Furthermore, they see their teachers to be excited to be teaching classes 92% compared with MACS average of 80%.
- The students see the peers/ adults in their classes to be kind and helpful with a score of 83% compared to the MACS average of 79%.
- There is a strong sense of belonging at this school 84% compared to the MACS average of 72%.

- The relationship with teachers and adults in the school is seen by students to be very positive believing the staff to be respectful and interested.
- The students feel safe and feel that they have the opportunity to talk about 'things that might worry them' 71% compared to the MACS average 50%.
- Students feel that teachers seek student views 79% to MACS average 57%. I
- In the Learning Disposition Domain the student survey scores in all 12 items were higher than the MACS average.

## 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 on-site were recorded using the usual process.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.9%
Y02	96.1%
Y03	96.3%
Y04	96.7%
Y05	96.3%
Y06	97.3%
Overall average attendance	96.4%

## 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

- In 2021 we continued to ensure that Child Safety was at the forefront of all we do at St John Vianney's.
- As part of the transition to Melbourne Archdiocese, Catholic Schools the school ensured that we updated the school's Child Safe policies to ensure that we met legislative and compliance requirements. The school community were informed about these changes, through the Education Board meetings and the newsletter. Updated policies were placed on the school website as appropriate.
- A Child Safe team operates within the Leadership Team and Childsafe is a standard agenda item. The team continued to discuss and communicate important Child Safe information with and to staff.

- All staff are aware of the PROTECT protocols and understand the duty of care obligations outlined in the document.
- Agencies such as Child First and DFFH are contacted when appropriate as well as follow-up contact to MACS Wellbeing team
- The school ensured that it complied with all Vaccination requirements as legislated through the Pandemic Order.
- The school, monitored the 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,
- The school ensured that in relation to the employment of staff / contractors that all child safety practices, measures or documentation were implemented.
- All staff completed the Mandatory Reporting Modules. Staff continued to be equipped to identify and manage reportable incidents.
- In 2021 all staff completed the online e-Smart professional learning course 'Harmful sexual behaviours, misinformation and emerging technologies' There continues to be a strong focus on Cybersafety at SJV. Cybersafety was addressed through our ICT classes on-site and in remote learning. Cybersafety tips and e Safety webinars were well advertised in our school newsletters and communications. The school has maintained its accreditation as an eSmart school.
- The curriculum document, 'Resilience, Rights and Respectful Relationships' is being used in all learning spaces

## Leadership & Management

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

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

#### INTENDED OUTCOMES:

- That Professional Learning is targeted
- That agreed, consistent and rigorous approaches to curriculum planning and delivery are evident in and across level teams.

### Achievements

- Throughout on-site and remote learning the school continued to ensure that Learning and Teaching was the priority. When on-site the staff participated in Learning Sprints led by Curriculum Leaders.
- Collaborative planning in levels and teams was well organised and implemented despite interruptions to on-site learning.
- Professional learning was targeted to support teacher growth particularly in the area of Learning Intentions and Success Criteria. Where possible the school participated in the PL School Wide Improvement Framework (SWIF)
- We began work on High Impact strategies and the process of effective feedback.
- During 2021 the school followed and implemented the advice of the Department of Health and MACS in relation to COVID-19 requirements and regulations.
- The school underwent a successful COVID-19 Audit from the Health Department early in 2021.
- Safety for our students, community members and staff remained our priority and our COVID-19 plans and practices reflected this.
- With COVID-19 regulations requiring the school to be in and out of remote learning, the leadership organised structures, timetables, practices and protocols to best support our students, families and staff.
- In 2021, with the change of Governance from the Parish Priest to Melbourne Archdiocese Catholic Schools (MACS), our school was required to have all policies transferred to the MACS templates. This was completed by the due date to ensure that the school was compliant with the Victorian Regulations and Qualification Authority. Important Policies were updated and placed on our school website as required.
- As part of the transfer of Governance from Parish to MACS, key leaders participated in Professional Learning to assist in the establishment of a School Advisory Council.
- In February, the school underwent the Annual Financial Audit authorised by MACS and conducted by Deloitte. It was very successful and once again reiterated the excellent financial management practices at St John Vianney's.

- Several new staff joined our school at the beginning of 2021 and underwent thorough induction processes to support their transition.
- In 2021, the School Crossing directly in front of the Parish church on Police Road was closed and removed. The Dandenong Council made this decision citing that it posed an unsafe risk to students and the crossing supervisor. As part of the consultation process, the school strongly advocated for the Crossing to remain. We worked with the community, the Dandenong and Monash Councils and MACS personnel to come to a favourable outcome. Although it was not the outcome we had hoped for, as a result of the consultation, students are able to cross at pedestrian lights a further 200 m east of the school. Currently, these pedestrian lights are supervised before and after school by Monash Council.
- In November a flash flood resulted in the entire school administration building being flooded. The school worked with Catholic Church Insurance and school maintenance to make safe. Works will be carried out in the Christmas holidays to replace carpet and joinery. In the Christmas holidays the school built another retaining wall at the back of the school as a further preventative measure.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2021

In 2021 professional learning focussed on the implementation of best practice within all areas of the curriculum using online platforms.

Professional Learning Activities completed by staff in 2021 were held internally and externally and included

- E-safety: Online harmel Sexual Behaviours, Misinformation and emerging technologies
- Cybersafety
- Level 2 First Aid including Asthma First Aid for Victorian Schools CPR & Anaphylaxis Training
- Mandatory Reporting Module
- COVID -19 e-module
- Child Safe Standards
- DET - Information Sharing & Family Violence Reforms Leaders eLearning Course
- Dynamiq: Online Warden Training
- Disability Standards for Education (Primary)
- Intervention Framework Modules
- ABLES curriculum
- User Level B Training
- School Wide Improvement Framework (SWIF) - Sprints, Feedback, Learning Intentions & Success Criteria

- Faith Formation - Care for our Common Home -Laudato Si
- Faith Formation Principal Spirituality Day (Southern Zone)
- Pedagogy of Encounter (POE)
- EAL Continuum
- High Impact Teaching Strategies (HITS)
- National Consistent Collection of Data (NCCD)
- Maths - Mental Computation
- Sustainability in Schools
- ICT / Remote Learning
- Science of Reading
- Writing Revolution
- ROSAE Training
- Networks: Principal, Wellbeing Religious Education, Digitech, Learning & Diversity
- Australian Wide Taxation

Number of teachers who participated in PL in 2021

52

Average expenditure per teacher for PL

\$567

**TEACHER SATISFACTION**

The teacher and staff satisfaction results from the 2021 MACSSIS survey speak highly of a positive learning culture and connected community. Some of these results are highlighted as follows:

- The MACSSIS 2021 results indicate that staff enjoy working at St John Vianney's.
- The staff indicate that there is a positive working environment (89% compared to the MACS average of 73%).
- Staff are clear about their purpose to improve learning and teaching (95% compared to the MACS average which is 76%).
- The school environment is seen to be orderly (93% to MACS average of 79%).
- The staff believe that there is a great degree of respect at the school between students and staff (100% compared to the MACS average of 80%) and staff to students (100% to MACS average of 95%).
- The relationship between staff and leadership is very healthy. In all 10 items in this domain our school scored higher than the MACS average.
- Staff feel there is a great deal of trust between staff and leadership (89% compared to the MACS average of 71%).

- School leaders are supportive of the challenges that staff face (98% compared to the MACS average of 81%).
- In the efforts to ensure that Instructional leadership is a priority, it is clear that the school leaders are communicating a vision for learning and teaching (81% to MACS average of 70%).
- Furthermore, staff are clear that the school leaders ensure that the purpose of our work as a team is to improve learning and teaching (95% compared to 76%).
- The leadership is seen to be listening attentively to staff around learning and teaching (82% compared to the MACS average of 63%).
- Staff are confident that teachers are motivating their students (91% to MACS 79%).
- Communication from leadership and between staff is strong and staff believe the school leaders know what is going on in the school (100% compared to the MACS average of 77%).

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	94.7%

ALL STAFF RETENTION RATE	
Staff Retention Rate	92.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	27.6%
Graduate	20.7%
Graduate Certificate	6.9%
Bachelor Degree	75.9%
Advanced Diploma	24.1%
No Qualifications Listed	3.4%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	39.0
Teaching Staff (FTE)	27.5
Non-Teaching Staff (Headcount)	23.0
Non-Teaching Staff (FTE)	20.3
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 2021 however it was particularly challenging to have parents and families on-site as we had hoped. Regulations and restrictions limited the ability of groups to gather.
- In 2021 as part of remote learning the school relied on parents to support 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.
- Parent teacher Conferences were held remotely and were overall very successful.
- 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 consists of parent representatives and in 2021 the board had five parent representatives.
- There were a few opportunities where families were able to come together as a community in 2021. 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.
- Families supported their children at the celebration of the Sacraments.
- Our Year six graduation ceremony was a major success with families celebrating the event

### PARENT SATISFACTION

The 2021 MACSSIS Family survey results are highly affirming of our school culture, staff, school practice and procedures.

Some of the parent satisfaction results are as follows:

- Parents indicate that based on their experience with the school that they are highly likely to recommend the school to prospective families (94% compared to the MACS average of 79%)
- Parents felt that in 2021, that the teachers supported them to engage with their child's learning (80% compared to the MACS average of 71%). Furthermore, parents sought the expertise and knowledge of teachers to support their child's learning (63% MACS 40%).

- The survey indicated that the parents believe strongly that their child's teacher is meeting the child's learning needs and that the school is doing a good job preparing their child for the next school year.
- They feel the school is a safe and that they have a good understanding of the school's approach to the care and safety of students.
- The parents indicate that the communication between the school and teachers is clear and positive. They feel the school does value their opinions (88% to MACS average of 74%). They believe that they understand the school goals (89% to MACS average of 71%)
- The parent survey suggests that there is strong feedback from the school enabling the parents to understand how their child is doing in all areas of school life (81% compared to MACS average of 64%).

## Future Directions

At St John Vianney's we are mindful of the ongoing challenges of COVID -19. To this end we will continue to provide the necessary organisational structures and practices that will best support student learning and wellbeing.

Our priorities are as follows:

- To strengthen our school as a contemporary Catholic community.
- That St John Vainney's embeds whole school collaborative practices
- That St John Vianney's delivers a culture of feedback facilitated through the formation of learning communities
- That whole school practices enhance student voice, agency and leadership to empower students as learners with self-efficacy