Annual School Report to the Community
2015

St Vincent's Primary School
Aranda
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Principal
Mrs Lina Vigliotta
Section One: Message from Key Groups in our Community

Principal's Message

2015 has been another event-filled year at St Vincent’s with plenty of highlights and much to celebrate. As we come to the end of our strategic planning cycle it is heartening to see that there is evidence that many of our improvement targets have been realised. A focus on the development of formal frameworks to facilitate staff engagement in professional conversations, peer observations and goal setting initiatives have worked towards improved outcomes to the teaching and learning of Literacy and Numeracy at St Vincent’s.

We continue to place great emphasis right across the school on student and staff wellbeing through our Kids Matter initiatives which align to the value of the week. Walking in the Footsteps of Jesus was our theme for the year and central to the manner in which we related to each other.

The school has worked closely with the Parish community celebrating many momentous occasions during the year and continues to develop Parish and parent partnerships and invited the engagement of the local community in the life of the school. The students have been great ambassadors for St Vincent’s in 2015 representing the school in a range of events and outreach initiatives.

Parent Body Message

St Vincent’s Primary School Community Council is blessed to have an engaged and supportive parent network to work with. Opportunities for parents to be involved with the school are promoted through the wonderful class co-ordinator volunteer role, newsletters, website and Facebook page. Activities are always well supported, whether they be fund raising activities for classroom resources, humanitarian causes such as the Nepalese earthquake where many of our own school families were impacted by this disaster or community celebrations when we hosted a group of twenty teachers and students from the small country town of Batlow NSW during their Canberra visit. The 2015 year was another busy and successful year for the School Council. The major project undertaken this year was the creation and establishment of the Indigenous Community Pole Garden and Meditation Labyrinth. School activities and working bees throughout the year, gave children and parents the opportunity to come together, participate and see the garden area come to life. The 2016 year will again provide an excellent opportunity for school, parents and community to come together with the upcoming bi-annual School Fete.

Student Body Message

St Vincent’s Primary School is a great school. We love our school because it is small and everyone knows and cares for each other. We celebrate birthdays and achievements at morning assembly every day. Being leaders of the school we were provided with the responsibilities of running whole school assemblies and delivering speeches. Highlight of the year were the school sport carnivals and the walkathon which raised money to purchase new iPads and create our Indigenous garden. This year we have enjoyed leading Peer Support and helping our buddies with their reading and settling into school. We are proud to be an Environmentally Sustainable school and to represent St Vincent’s at district carnivals. We have enjoyed being part of this great school and thank teachers and parents for supporting us in our final year.
Section Two: School Features

St Vincent’s Primary School is a Catholic systemic Co-educational School located in Aranda.

St Vincent’s Primary School caters for students from Kindergarten - Year 6, and has a current enrolment of 180 students. Students attending this school come from a variety of backgrounds and nationalities.

The school employs 18 staff, comprising of 14 teachers and 4 non-teaching staff, the latter being employed in a variety of capacities including Front Office, Learning Support, Information Technology and administration. We are developing our classrooms to reflect contemporary learning with a focus on positivity, engagement and thoughtfulness.

The school motto, ‘Caritas,’ means love. Prayer is an integral part of life at our school. Each morning St Vincent’s Primary School staff and students gather at a short assembly to recite the School Prayer. As a school community we see gathering together as an important time to build community, hear announcements, and celebrate birthdays and special events.

A number of co-curricular programs were offered at St Vincent’s Primary School in 2015 including music, Italian, sport, band and cycling. Through many enriching initiatives, the students have the opportunity to be involved in varied activities including Science shows, Rostrum Public Speaking, Thinkfest, NRMA Road Safety day, Footsteps Dance, Primary School Sports Association competitions, an intensive Royal Life Saving Society water safety program and supplementary music tuition in piano and guitar.

The Year 5/6 leaders are buddies to the junior students and have set up strong links throughout the school. The Year 6 students lead Peer Support sessions across class groupings each Friday of Term 3. These sessions focus on social interactions and building friendships and were a great example of 'children teaching children'. The school has extensive outside amenities with under cover areas and beautiful green ovals which provide ample opportunities for play and sport.

Parents are welcome to become involved in a number of school activities and organisations, including the Community Council, Parents as Tutors program and Class Coordinators. Parents participate in classroom activities, assisting on excursions, transporting students, assisting in the library, providing hospitality for school functions and assisting at working bees.

Annual School Report to the Community 2015
Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

In 2015, our whole year Prayer Focus entitled “Walking in the Footsteps of Jesus” was designed to help us to understand how we, as a Catholic community, walk in the footsteps of Jesus. We discussed that each day we do this as a person and learner, as a community member, as a contributor to Australian society and as a global partner. We learned how to follow in the footsteps of Jesus and live life reflecting this theme.

Each of our Prayer Celebrations was based on scripture, they allowed us to break open many Gospel values. The Prayer Celebrations gave the children practical ways to live out Jesus’ teachings. In addition to the Prayer Celebrations each class had the opportunity to attend Mass with the St Vincent’s parishioners once a term. The sacraments celebrated in 2015 were First Eucharist in Term 2 and Reconciliation in Term 3.

Our school prayer, reminding us of the school values is said daily at our morning assembly and a message is given to encourage the adoption of these values in the lives of our students, staff and parents. This message is further emphasised at special 'Award Assemblies' held weekly at which certificates are presented to children in each class who demonstrate our school values. Lessons in Religious Education occur daily in each class with all classes following the Archdiocesan Religious Education Curriculum ‘*Treasures New and Old*’. All classroom teachers are either accredited to teach Religious Education or are studying to gain this accreditation.

In 2015 the school's approach towards mission and outreach towards others in our local, national and global communities resulted in number of significant causes including the St Vincent de Paul Winter and Christmas appeals, Nepalese earthquake, Project Compassion, Caritas, and fundraising for Escola Dominicana, Timor (Orphanage school).
Section Four: Student Profile

Student Enrolment
The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>77</td>
<td>46</td>
<td>187</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolment Policy
The Archdiocese of Canberra and Goulburn has established an Enrolment Policy for Catholic Schools. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates
The average student attendance rate for 2015 was 93.68%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten: 94%</td>
</tr>
<tr>
<td>Year 1: 92%</td>
</tr>
<tr>
<td>Year 2: 93%</td>
</tr>
<tr>
<td>Year 3: 94%</td>
</tr>
<tr>
<td>Year 4: 95%</td>
</tr>
<tr>
<td>Year 5: 94%</td>
</tr>
<tr>
<td>Year 6: 93%</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance
Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal’s leadership, support the regular attendance of students by:
- providing a caring teaching and learning environment which fosters students’ sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:
- parents and students are regularly informed of attendance requirements and the
consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are
  investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is
  identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular
  information about students for whom chronic non-attendance is an issue and for whom
  School strategies have failed to restore regular attendance.
Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>5</td>
<td>19</td>
</tr>
</tbody>
</table>

* This number includes 9 full-time teachers and 5 part-time teachers.

Percentage of staff who are Indigenous 0%

Professional Learning

All teachers have been involved in professional learning during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional learning has taken many forms including whole staff days, subject specific inservices, meetings and conferences. The school takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers meet the Australian Teaching Professional Standards for teachers.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.
Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>60%</td>
<td>48%</td>
</tr>
<tr>
<td>Writing</td>
<td>50%</td>
<td>47%</td>
</tr>
<tr>
<td>Spelling</td>
<td>35%</td>
<td>41%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>62%</td>
<td>52%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>40%</td>
<td>34%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>43%</td>
<td>34%</td>
</tr>
<tr>
<td>Writing</td>
<td>23%</td>
<td>19%</td>
</tr>
<tr>
<td>Spelling</td>
<td>59%</td>
<td>33%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>41%</td>
<td>36%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>57%</td>
<td>28%</td>
</tr>
</tbody>
</table>
Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School’s Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

A major school improvement focus in Numeracy continued in 2015, with teachers planning differentiation of their programs and pedagogical practices based on assessment data. In Literacy, development of teacher confidence in the teaching of writing was enhanced by the introduction of whole school writing strategies. There was evidence of improvement in student writing across all year levels as a result of this.

Further school improvement priorities and major initiatives in 2015 were:
- to effectively utilise KidsMatter resources to develop a more inclusive school community that focussed on cultural awareness strategies
- the start-up of a parent hub which included a collection of parent resources and a regular Friday coffee morning was a major success and will be continued in 2016
- a ‘Homework Club’ for ESL students which focussed on students having conversations in English and engaging in Social Interactions with their peers
- Professional Development for staff using the KidsMatter program (Modules 1&2) and the purchase of the ‘You Can Do It’ Social and Emotional Learning Program
- the purchase of more i-Pads and teacher laptops to improve and enhance the use of technology in classrooms

Priority Key Improvements for 2016

Priority Key Improvements for 2016 include:
- continue to embed the KidsMatter Program into the school with the inclusion of a Socio-Emotional program.
- the establishment of an effective data wall so staff can monitor student progress and growth in Numeracy
- to have all students participate in Silent, Sustained Writing (SSW) at least three days a week and regularly publish their writing.
Section Eight: School Policies

Student Welfare Policy

A number of staff have participated in Education training and attended conferences in this area and St Vincent’s is a member of the Kids Matter program. All staff at St Vincent’s are committed towards the building of a school community where the wellbeing of all students is given the same priority as their academic achievement. Our Student Welfare and Management policy is based around the understanding that all members of our community have fundamental rights and responsibilities. The policy seeks to support the community in the building of a positive environment of learning and wellbeing. The policy operates from the premise that socially acceptable behaviour is taught and modelled. The school takes a firm but fair stance on behaviour management, working in close partnership with families. Children are encouraged to exercise self-discipline, respect and courtesy and take pride in themselves, their work and their school. The school rules are discussed with students, staff and parents on a regular basis. Corporal punishment is expressly prohibited and we reinforce the view that bullying is not acceptable and will not be tolerated at school.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a Complaints Policy which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the Complaints Policy may be accessed on the Catholic Education website at https://cg.catholic.edu.au.

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Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

A range of feedback processes have been used in 2015 to gauge parent satisfaction, including whole school surveys, parent forums/meetings and anecdotal evidence in the form of letters and emails. Parents have indicated a high degree of satisfaction with the school in a number of areas, including; communication between home and school; staff interactions, focus on wellbeing; being an inclusive community. A Parent Satisfaction Survey conducted in Term 4 showed high levels of satisfaction in the following areas:

- children's knowledge of the Catholic faith.
- staff professionalism and commitment
- opportunities for parental involvement.
- provision of a safe and supportive environment.
- building community
- communication processes.

Student Satisfaction

A range of feedback processes have been used in 2015 to gauge student satisfaction, including student surveys, parent meetings and anecdotal data in the form of parental emails, letters and verbal feedback. There is popular student support for a number of our wellbeing initiatives including the Buddy System and Peer Support program. A survey conducted with all students in Term 4 showed very high levels of satisfaction in all areas surveyed with the comments being overwhelmingly positive. It is evident that the students love their school. The following areas of school life were included in the survey:

- the level of student pride in their school.
- access to refurbished buildings and classrooms.
- caring and encouraging attitude of teachers.
- understanding of rights and responsibilities.
- safety of school environment.
- availability to a range of technology resources
- provision of extra-curricular and sports activities.

Teacher Satisfaction

A range of feedback processes have been used in 2015 to gauge staff satisfaction, including performance development meetings with the principal and anecdotal data in the form of emails, letters and verbal feedback. Results from a staff satisfaction survey conducted in Term 4 indicate that there is a healthy working culture at St Vincent’s. In general, staff spoke positively about the fact that they felt valued in their ministry at St Vincent’s by their principal, the school leadership team and their professional colleagues. They believed that there were good opportunities for ongoing professional learning. They expressed satisfaction with the resources available to them to provide 21st century teaching and learning for the students. Staff found the school culture to be highly positive, supportive and engaging.
Section Ten: Financial Statement

**Income**

- Commonwealth Recurrent Grants (58.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.7%)
- Fees and Private Income (18%)
- Other Capital Income (4.3%)

**Expenditure**

- Capital Expenditure (8.6%)
- Salaries and Related Expenses (59.6%)
- Non-Salary Expenses (31.8%)

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$1,470,629</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$610</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$467,209</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$449,739</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$108,283</td>
</tr>
<tr>
<td>Total Income</td>
<td>$2,496,470</td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$238,897</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$1,657,342</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$883,356</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$2,779,595</td>
</tr>
</tbody>
</table>

**Notes**

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture.
and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.