



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



St Vincent's Primary School Aranda

3 Bindel Street, Aranda 2614

Phone: 02 6251 2442

Email: office.svdp@cg.catholic.edu.au

Website: www.svdp.act.edu.au

Principal

Mrs Lina Vigliotta

Section One: Message from Key Groups in our Community

Principal's Message

It is with great pleasure that I present the Annual School Report for St Vincent's Primary School, Aranda for the 2016 school year. This has been a very significant year with a new school executive and the renewal of the school vision which will lead teaching and learning in a welcoming, life-giving and authentic Catholic community.

Throughout 2016, St Vincent's School has continued a positive relationship with the Parish and Fr Michael Mullen, Parish Priest. The school has enjoyed the many opportunities to celebrate Prayer Celebrations, Masses and Sacraments as a whole community. I thank Father Michael for his ongoing support and commitment to the school.

Continued implementation of the KidsMatter program demonstrates that the welfare of each child and their family, is of priority to all at St Vincent's. The establishment of an action team and common understandings amongst staff have resulted in scheduled SEL lessons and parent articles. The Annual School Report provides an opportunity to celebrate the significant achievements throughout the year and to acknowledge the dedication and commitment of the staff and parents who contribute to the school community in so many ways.

Parent Body Message

The 2016 year was most successful year for the School Council. Working very closely with the new School Executive, the major projects undertaken this year were the School Fete & Club for Kids Playgroup. The Fete is the major fundraising and community event for the school, the Roller Fete organisers enjoyed overwhelming support from the school parents, local and business communities. Club for Kids is a school initiative that really assisted in exposing St Vincent's to new families within the local community. The program truly lifted the profile of the school and the Council was proud to support this.

St Vincent's School Community Council is truly blessed to have an engaged and supportive parent network. Parent and community involvement is promoted through the wonderful class coordinator volunteer role, school newsletters, school website and our School Community Council Facebook page. In 2017 we are looking to further support and expand on the Digital IT platform for students and teachers.

Student Body Message

We have loved the range of opportunities presented to us this year in our role as school leaders. It has been a great privilege to stand up in front of the school each morning at assembly and leading the community in the praying of the school prayer. Highlights of the year was the Roller Fete which raised money to purchase furniture for the Green space, our Indigenous garden when every student was able to paint a section of their House Team pole with the help of indigenous parent Mr Boney. This year we have enjoyed leading Peer Support and helping our buddies with their reading and settling into school.

We were invited to participate in the performance appraisal of the school's Principal and it made us feel valued to have our ideas and opinions taken into account. We have thoroughly enjoyed our experience of school leadership and hope the leadership goals we set will continue in to 2017 and beyond. We would like to express our thanks to the Principal and all the staff at St Vincent's for placing their faith and trust in us this 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 190 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.

Our classrooms 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 2016 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, Gymnastics, First Aid skills training, Primary School Sports Association competitions, an intensive Royal Life Saving Society water safety program, a whole school musical 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'. Every student in Year 6 is a leader and has an active role in decisions made at the school. In 2016 Club4Kids was established as a Playgroup for 4 year old children and their siblings.

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.

Section Three: Catholic Identity and Faith Formation

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

Religious Life & Religious Education

In 2016, our Whole School Focus entitled "Missionaries of Mercy" has been designed to help us explore the "Extraordinary Jubilee Year", proclaimed by Pope Francis in April 2015, with "Mercy" as its focus. It starts on December 8 2015 (The feast of the Immaculate Conception of Our Lady, and also the 50th anniversary of the closing of the Second Vatican Council) and continues until the Feast of Christ the King, Sunday November 20 2016.

The Prayer Celebrations for 2016 will use scripture and the teaching of Pope Francis from 'Misericordiae Vultus – Bull of Indiction of the Extraordinary Jubilee of Mercy' to celebrate the 'Year of Mercy'. The aim of the Prayer Celebration is to provide the students with a prayerful opportunity to make connections with the teachings and instructions for the 'Year of Mercy'.

Each of our Prayer Celebrations is based on scripture, they allow us to break open many Gospel values. The Prayer Celebrations give the children practical ways to live out Jesus' teachings. In addition to the Prayer Celebrations each class has the opportunity to attend Mass with the St Vincent's parishioners once a term. The sacraments celebrated in 2016 - Confirmation in Term 2, First Eucharist in Term 3 and Reconciliation in Term 4.

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 accredited to teach Religious Education.

In 2016 the school's mission and outreach towards others, in our local, national and global communities, resulted in a number of significant initiatives; including the St Vincent de Paul Winter and Christmas appeals, Project Compassion 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 2016:

Girls	Boys	LBOTE*	Total Students
102	76	38	178

* 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 2016 was 93.69%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93%
Year 1	93%
Year 2	92%
Year 3	94%
Year 4	95%
Year 5	95%
Year 6	92%

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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
15	4	19

* This number includes 9 full-time teachers and 6 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.

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	61%	49%	13%	11%
	Writing	17%	49%	21%	6%
	Spelling	26%	46%	13%	12%
	Grammar and Punctuation	39%	52%	4%	10%
	Numeracy	25%	36%	12%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	63%	35%	5%	15%
	Writing	21%	17%	21%	18%
	Spelling	32%	30%	11%	18%
	Grammar and Punctuation	47%	36%	11%	15%
	Numeracy	22%	29%	11%	17%

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 2016

There were several key focus areas for school improvement at St Vincent's in 2016. One of these was to design a Contemporary Vision and Mission Statement for the school that proclaimed a commitment to an authentic Catholic Christian life and 21st Century teaching and Learning.

Other major school improvement priorities and initiatives in 2016 included:

- the establishment of a whole school Numeracy data wall. The purpose of the data wall was for teachers to monitor student progress and growth in Numeracy. Using the data, teachers were able to plan for differentiation within their programs and adjust pedagogical practices to suit students' needs.
- the introduction of the Social and Emotional Learning (SEL) program for all students at St Vincent's. The "You Can Do It" program supports students' capabilities to get along, persist, be confident, act responsibly, demonstrate independence, show resilience & tolerance.
- the SEL program, supported the implementation of KidsMatter, Component 2 'Developing children's Social and Emotional Learning'
- 20 minutes of Sustained Silent Writing every day and for students to have their work regularly published

Priority Key Improvements for 2017

In 2017, the key focus areas for school improvement at St Vincent's are:

- for teachers to program and deliver lessons that include specific Learning Intentions and Success Criteria; to move students from surface level knowledge to deeper level learning.
- the promotion of a supportive and connected school culture; achieved through further development and alignment of the KidsMatter Framework with the school's vision and mission.
- to use collaboratively developed policies, plans and structures for supporting the 'wellbeing' of all students, staff and community at St Vincent's Primary School.
- for teachers to collect assessment data to assist them in addressing specific areas of need in Numeracy.
- a structured, teacher-led inquiry Literacy Block that includes; minimum 20 minutes a day independent reading, Minimum 20 minutes a day independent writing, student

access to quality literature and time for teachers to conference with each child on weekly basis around reading and 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>.

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>.

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 2016 to gauge parent satisfaction, including whole school surveys, parent forums/meetings and anecdotal evidence in the form of letters and emails. Parent Satisfaction Surveys were conducted in Term 3. The results of these surveys indicated a high degree of parental satisfaction with the school in a number of areas, including:

- Access to class teacher
- Children's perceived level of happiness.
- Children's knowledge of the Catholic faith.
- Provision of a safe and supportive environment.

The Parental Satisfaction Surveys showed moderate levels of satisfaction in areas relating to the school's learning environment, specifically, the capacity of the school to maximise student learning potential using updated technology. Survey results were communicated to parents via the school newsletter, along with ongoing improvement strategies for targeted areas of need.

Student Satisfaction

A range of feedback processes have been used in 2016 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 Buddy System and Peer Support program.

A survey conducted with students in Years 3 – 6 Term 3 showed very high levels of satisfaction in all areas surveyed with the comments being overwhelmingly positive about their schooling experience. It is evident that the students love their school and they speak about it in very affirming terms.

The following areas of school life were included in the survey:

- Safety of school environment.
- The level of student pride in their school.
- Student understanding of their Catholic faith.
- Caring and positive attitude of teachers.
- Celebration of student achievements.

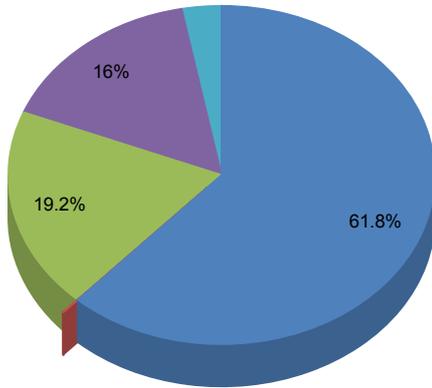
Teacher Satisfaction

Results from the staff satisfaction survey indicate that there is a healthy working culture at St Vincent's and that staff feel that the school provides a safe and supportive learning and working environment. Staff expressed the general view that the vision of the school reinforces in them the importance of their work providing clear expectations of what is expected of them at work and that they have an opportunity to do what they do best every day.

They expressed the view that their school leaders care about them as a person encouraging their well-being and professional growth. They believed that there were good opportunities for ongoing professional learning. They expressed satisfaction at working at this school and that they received regular recognition and praise for doing good work at school.

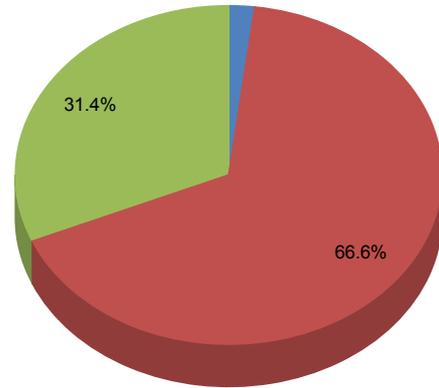
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (61.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.2%)
- Fees and Private Income (16%)
- Other Capital Income (3%)

Expenditure



- Capital Expenditure (2%)
- Salaries and Related Expenses (66.6%)
- Non-Salary Expenses (31.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,618,036
Government Capital Grants ²	\$540
State Recurrent Grants ³	\$503,905
Fees and Private Income ⁴	\$417,743
Other Capital Income ⁵	\$78,547
Total Income	\$2,618,771

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$53,107
Salaries and Related Expenses ⁷	\$1,806,724
Non-Salary Expenses ⁸	\$851,246
Total Expenditure	\$2,711,077

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.