



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



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

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 of St Vincent's who contribute to the school community in so many ways. 2017 has been a very productive year at our school with significant developments across a number of key areas identified in the school's strategic improvement plan. The school's continued focus on staff and student wellbeing initiatives was highlighted by its participation in the KidsMatter program. Implementation of the 'You can do it' program across the school has been of great benefit to our students.

Underpinning our 2017 School Plan is continuous improvement, innovation and the professional development of our teachers, building their capacity to implement teaching practices that will prepare our students for learning in the 21st Century. The implementation of our Learning Dispositions, Makerspace room and Year 5/6 BYOD program, serve to highlight the school as a place of innovation where educational research and practice combine to support the needs of students as they traverse an inquiry culture that promotes learning.

Parent Body Message

This year the school and the Community Council revised the vision statement for the school. 'An inclusive Christ-centred community, providing educational excellence and opportunities'.

As a Community Council we certainly strive in providing opportunities to the community and resources required by our wonderful educators to provide educational excellence. Through our fundraising efforts we have contributed towards new readers for the students, athletics online learning and ukuleles for the music program to mention a few. The Ninja Colour Run, our major fundraiser, was inclusive and provided opportunities for local businesses, the school and local communities to contribute towards the installation of the Climbing Spider Web in the playground that all children within the community can access and enjoy.

Parent and community involvement are promoted through the wonderful class co-ordinator volunteer role, school newsletters, school website and our School Community Council Facebook page. The St Vincent's School Community Council continues to be truly blessed to have an energetic, engaged and very supportive parent network, staff and a wonderful and resilient parish community.

Student Body Message

This year new and exciting opportunities have been offered to the students at St Vincent's school. The start of our leadership journey at St Vincent's Primary School began with being given the responsibility of designing our leadership shirts and nominating for a leadership role. Since then we have enjoyed having the opportunity to speak to the school at assembly each morning and having opportunities to speak on various occasions about important events and activities that are coming up. We are very proud of our school and its unique opportunities; the Makerspace room, BYOD program, Ninja Colour Run (Fundraiser), updated reading books in classes and the Graduation dinner were just some highlights of our year.

Leaving St Vincent's will be sad. We will take many good memories with us into the future and the world along with skills to manage files, make videos on YouTube and other apps, coding games and robots, speaking with confidence in public, manage our time, be able to create well-structured stories for different ages and interests, help younger students to find other ways to make their work even better and consider the question 'What would Jesus do?'

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 196 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.

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 2017 including music, Italian, sport, choir, band, gymnastics, coding and cycling. Chinese language classes are offered as an after-school care club. Through many enriching activities, the students have the opportunity to be involved in varied activities including Science shows, 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 violin, piano and guitar. The Year 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 with a focus on social interactions and building friendships. Every student in Year 6 is a leader and has an active role in decisions made at the school. In 2017 Club4Kids extended its playgroup to cater for children aged between 0 and 4 years.

The school has extensive outside amenities with under cover areas and beautiful green ovals which provide ample opportunities for play and sport. The school has a strong focus on the social and emotional wellbeing of all students through the You Can Do It! program. Parents value education and are very supportive of the school and its programs. Parents are welcome to become involved in a number of school activities and organisations, including the Community Council, 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 and in the canteen.

There is an emphasis on teaching the tools for lifelong learning, particularly the development of capacities for teamwork and collaboration. Our learning environments focus on encouraging independence, interdependence, risk-taking and taking responsibility for learning with an emphasis on the development of students' learning dispositions.

Section Three: Catholic Identity and Faith Formation

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

Religious Life & Religious Education

Prior to 2017 the St Vincent's community undertook an examination and recreation of the Vision and Mission statements. The aim was to explore and refresh the understanding of the vocational experience that is Catholic Education. In 2017 the whole school theme 'You are Called...' helps students, teachers and families to further explore their own call to discipleship, the call that has brought them together as members of the St Vincent's community.

The Prayer Celebrations for 2017 used scripture to help all understand how the call to discipleship heard and acted upon by the apostles is relevant today. On the road to Emmaus the followers of Jesus experienced their evangelical moment as Jesus explained the scriptures to them. In the same way, the aim of the Prayer Celebrations were to provide the students and community with their own 'road to Emmaus' moment. The celebrations were prayerful opportunities to make connections with scripture passages that share foundational messages of discipleship.

Each of the Prayer Celebrations was based on scripture, breaking 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.

All staff attended an overnight retreat at Warrambui as part of the spirituality and faith formation program. The theme for the Staff Retreat was 'Prayer – Rest and Action'. During this retreat the group engaged with the practice of Christian Meditation. This aspect of prayer life as a community is something which will be explored at a deeper level in 2018.

The sacramental programs in 2017 were Reconciliation and First Eucharist which were celebrated in Terms 2 and 3 respectively.

Lessons in Religious Education occur daily in each class with all classes following the Archdiocesan Religious Education Curriculum '*Treasures New and Old*'. St Vincent's is also exploring scripture using the 'Worlds of the Text' model. All classroom teachers are accredited to teach Religious Education.

In 2017 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 the Nara Peace Bell.

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 2017:

Girls	Boys	LBOTE*	Total Students
106	80	46	186

* 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 2017 was 93.98%. Attendance rates disaggregated by Year group are shown in the following table.

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

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 2017:

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%
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Professional Learning

Teachers engaged in the following Professional Learning opportunities in 2017

- Challenging Learning Conference – Keynote speaker James Nottingham.
- Assessment for Learning –Dr Kym Simoncini
- Walk of the Cross- Staff spirituality retreat
- Social Emotional Learning Component 3 training of the KidsMatter framework
- Catholic Education Yearn to Learn Conference.
- Literacy Workshops - Consultant Kaye Lowe. How can teachers assist their students to become proficient readers and writers using a data led inquiry approach?
- Sounds/Write Phonics 4-day workshop. An approach to teach reading, spelling and writing.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	53%	52%	21%	10%
	Writing	47%	45%	16%	8%
	Spelling	53%	46%	16%	13%
	Grammar and Punctuation	68%	56%	5%	11%
	Numeracy	53%	40%	16%	11%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	53%	37%	11%	15%
	Writing	16%	16%	11%	19%
	Spelling	29%	34%	13%	14%
	Grammar and Punctuation	32%	34%	11%	18%
	Numeracy	30%	28%	14%	15%

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 2017

There were a number of key focus areas for school improvement at St Vincent's in 2017. Successful school improvement priorities and initiatives included:

- the establishment of a 100 minute structured, teacher-led inquiry Literacy Block. Teachers conferenced weekly with students in reading and writing. Students had access to quality literature within the classroom through a \$5000 'books for classrooms' grant.
- the design of the St Vincent's Learning Dispositions; *"I am a learner who..... asks questions, accepts a challenge, sets goals, collaborates, is creative, perseveres, manages mistakes, succeeds!"*. The dispositions have encouraged students to accept challenges and develop a positive growth mindset.
- Greater opportunities for whole school analysis of assessment data. Teachers thoroughly investigated how the collection of data could assist them to address specific areas of need in Numeracy.
- A 'Kulture Break' lunchtime dance club and fundraising for a Spider Climbing frame. These initiatives offered support to the 'wellbeing' of all students, staff and community of St Vincent's Primary School.

Priority Key Improvements for 2018

In 2018, the key focus areas for school improvement at St Vincent's are:

Develop an expert teaching team.

- The enlisting of a Literacy and Numeracy coach within the school to build the capacity of teachers. Clear pedagogy and assessment expectations by teachers of students and by the leadership team of teachers.

A culture that promotes learning

- Students will have greater understanding and responsibility around their learning. The following questions will be asked of students to guide and improve learning: What am I trying to achieve? How much progress have I made so far? What could I do next to improve?

Targeted use of resources

- Clear policies and procedures in place to support students with challenging and complex behaviours. Review of the school's Student Welfare and Behaviour Management policy

Section Eight: School Policies

Student Welfare Policy

St Vincent's is a member of the Kids Matter program and all staff have participated in training and attended Professional Learning in the area of student wellbeing. 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.

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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 2017 to gauge parent satisfaction, including whole school surveys, parent forums/meetings and anecdotal evidence in the form of letters and emails. Surveys and meetings were organised throughout the year to plan for the use of technology and 21st century learning. Parents have acknowledged the Catholic Life and Religious Education of St Vincent's and the strong connection between the school and parish. Parents believe the school provides a safe and secure environment for their students and teachers are very committed to providing a nurturing, learning environment for their child. The school survey provided feedback that parents would like greater engagement in the educational agenda of the school which allows for feedback in regard to our School Improvement agenda and Strategic Plan. With the broad range of skills and talents of our parent community, there is an opportunity to extend our consultative approach to improve student learning. The school has been committed to continually improving the communication channels between teachers and parents and is committed to continuing this with the refinement of Restorative Practices.

Student Satisfaction

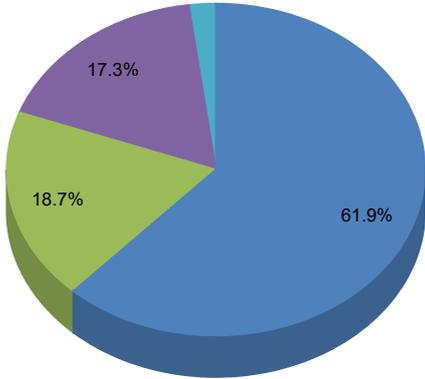
A range of feedback processes have been used in 2017 to gauge student satisfaction, including student surveys, parent meetings and anecdotal data in the form of parental emails, letters and verbal feedback. There is popular student support for a number of our wellbeing initiatives including Buddy System, our Rock and Water and MPower Girls programs. A survey conducted with students in Years 3 – 6, Term 3 showed students identified areas of strength such as: the BYOD program, Leadership program, Learning Intentions and success criteria's being displayed, teachers who encourage them to care for others. It is evident that the students have respect for their teachers and acknowledge their efforts in helping them to improve their learning and to be a good community member. Students identified areas for improvement including more opportunities to express their opinions and that these are actioned with a review of homework expectations across the school.

Teacher Satisfaction

Staff were given many opportunities to provide feedback throughout the year, through various surveys and meetings. As the school worked on the School Improvement plans, the staff team was able to provide invaluable feedback to assist in setting the direction for professional development and strategic focus. 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. There was a particularly strong endorsement for the fact that staff receive frequent recognition and praise for the work that they do and also for the fact that the Catholic mission and purpose of the school makes them feel that their work is highly valued by parents and parish. The Catholic Education Office provided professional development and support with areas of literacy and numeracy and this was highly valued. Staff survey highlighted the need for a consistent approach with behaviour management with clear defined steps for inappropriate behaviours.

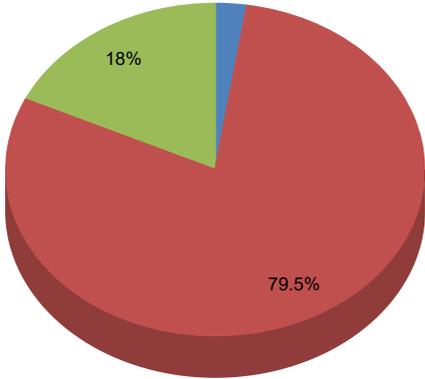
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (61.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.7%)
- Fees and Private Income (17.3%)
- Other Capital Income (2.1%)

Expenditure



- Capital Expenditure (2.4%)
- Salaries and Related Expenses (79.5%)
- Non-Salary Expenses (18%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,805,517
Government Capital Grants ²	\$535
State Recurrent Grants ³	\$544,349
Fees and Private Income ⁴	\$505,037
Other Capital Income ⁵	\$59,773
Total Income	\$2,915,211

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$60,308
Salaries and Related Expenses ⁷	\$1,977,053
Non-Salary Expenses ⁸	\$448,670
Total Expenditure	\$2,486,031

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.