



# ANNUAL REPORT TO THE SCHOOL COMMUNITY

**St John Vianney's  
MULGRAVE**

**2019**

REGISTERED SCHOOL NUMBER: 1613



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## Contact Details

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## Minimum Standards Attestation

I, ANDREW MULLALY, attest that St John Vianney's Mulgrave 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 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Date: (20/05/2020)

## Our School Vision

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



## School Overview

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

According to the 2019 census, the school has an enrolment of 425 students. In 2019 the organisation of classes comprised of three Prep classes, five 1-2 classes, four 3-4 classes, five year 5-6 classes. Decisions related to the organisation of class structure are made annually based on school policy to best maximise learning for all students. The school population continues to be culturally diverse, with over forty nationalities being represented throughout the school. English as an additional language is common to many students at St John Vianney's. While learning English is a necessity and a high priority, the school strongly encourages families to ensure their children remain proficient in their mother tongue and celebrate their multi-lingual abilities.

Over the past 8 years the school has undergone a major building and refurbishment program. The school is now serviced by 3 main buildings. The administration block houses the school reception area, staff areas & offices, library/ICT resource centre and meeting rooms. The refurbishment of this area of the school was completed in 2019 and within this building an area for the teaching of Visual Arts has been set up and in 2020 a Visual Arts program will be 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, Reading Recovery/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 tuckshop 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 CEM 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. Family engagement continued to be a priority in 2019 with staff members implementing strategies to engage parents in their child's learning at school. The dinner and conversation evening held for Prep families was well attended and received positive

feedback from parents. The Family Engagement leader implemented a volunteer program in the P-2 level. This included training of volunteers and regular classroom helpers were involved. Events such as family/teacher meetings, Mother's Day morning tea, Christmas Carols & dinner on the oval, the bi-annual whole school production and sports day were well attended and enhanced the link between school and families.

Student Wellbeing continued to be a focus in 2019. The school has a Student Well Being coordinator and was able to provide students access to a counsellor and programs such as Peaceful Kids and Seasons for Growth. Resilience, Rights and Respectful Relationships program was implemented throughout the school and Restorative Practices continued to be a tool to enhance student wellbeing.

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



## Principal's Report

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

The 2019 school year was indeed a busy and productive year. There were many achievements and highlights and as we reflect on our diverse community, we can confidently say that we are blessed.

As a community we were able to celebrate the opening & blessing of the refurbished Administration building which also includes the Library Resource centre, staffroom and Visual Arts room. Past Parish priests, Principals and staff were in attendance as well as the present school community and parishioners.

Another highlight on the 2019 calendar was the school production 'Flight SJV 2019'. Performing Arts classes in Term 2 & 3 were devoted to the preparation of the whole school performance in September. The production was performed over 2 nights and was enjoyed by both performers and audiences.

In 2019 we continued to provide opportunities for parents, parish and staff to work closely and regularly with students in their faith development. Family faith nights were conducted for parents and students participating in the sacrament programs of Reconciliation, Eucharist and Confirmation. The staff continued to develop their capacity to design and implement a contemporary RE curriculum. Classes continued to lead the Friday morning parish liturgy and host morning tea for families after Mass in the staffroom.

Our relationship with school families continues to grow. There have been increased opportunities for parents to engage with their child's learning and communication with families has been experienced through several platforms.

Teaching and learning remained a major focus in 2019. Staff were involved in professional learning in both literacy and numeracy which sought to improve student outcomes. The use of data informed teachers to develop teaching practices which catered for a variety of student needs. A concept-based Inquiry model has continued to be developed and implemented in a 2 year teaching cycle. In using this model we will endeavour to live out our vision to *'inspire individuals to learn and flourish in our contemporary world'*.

Specialist programs that were offered in 2019, included, Physical Education, Performing Arts, Indonesian and Library/ICT. Years Prep, 1, 2 and 6 students participated in an intensive swimming program and Years 5 & 6 students participated in inter-school sports.

The seventeen classes of the school were supported by:

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

Student Wellbeing has continued to be a main priority in the school. This is evident in programs that are offered to students and the philosophy of the school. Regular monitoring of students and whole school-based programs contribute to the ongoing wellbeing of students.

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

2019 was indeed a year to celebrate our achievements.



## Education in Faith

### Goals

To strengthen our school as a contemporary Catholic community.

### Intended Outcomes

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

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

### Achievements

Staff and students were involved in activities and events in 2019 which related to the Catholicity of St John Vianney's and added to the spiritual development and Catholic Identity of the community.

### VALUE ADDED

- A professional learning meeting was held once a term to plan and used the renewed curriculum framework in partnership with inquiry planning.
- Staff continued to teach Religious Education as part of the Inquiry Learning process through the Pedagogy of Encounter.
- Whole school liturgical celebrations were held at the beginning and end of the year, Holy Week, Easter, Family Week, World Teacher's Day and St John Vianney's Feast Day.
- Friday morning Parish Masses prepared and led by P-6 classes in terms 2 and 3. Family morning teas celebrated by classes after their class Mass.
- Social Justice initiatives and fundraising activities, such as Mini Vinnies: 'Fair for Fairness', Caritas: Project Compassion and Centacare: Family Week all contributed to understanding and making connections to others in the wider community.
- The school joined with the Parish community in providing donations of food and clothing to St Vincent de Paul Society for distribution to those in need. As well as deepening connections with the Parish the school endeavoured to raise student awareness of the needs of others and our responsibilities to support those in need.
- The Mini Vinnies Group continued to be a voluntary group of students lead by the

Religious Education Leader. The focus of the group continued to be Social Justice initiatives and their implementation at St John Vianney's. The group met regularly for prayer and discussion.

- The school's Sacramental programs in partnership with the Parish were an important part of faith formation for students.
- Family Faith nights were conducted for each of the sacraments: Reconciliation, Eucharist and Confirmation. These nights were well attended by families.
- Year 6 students who received the Sacrament of Confirmation participated in a day of reflection prior to receiving the Sacrament
- A day working with all classes and an evening presentation of Christmas Carols led by Drew Lane

Results from the annual CEMISIS surveys in the area of Catholic Identity show a percentage of positive responses at St John Vianney's. The strengths identified were:

Staff Percentage for the extent of respect for the Catholic Religion emphasised at the school: 90%

Parent Percentage for the extent of respect for the Catholic Religion emphasised at the school: 90%

Student percentage for the extent that students are encouraged by teachers to respect the religious beliefs of others: 77%



## Learning & Teaching

### Goal

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

### Intended Outcomes

That student learning outcomes continue to improve.

That highly able students will show growth in their learning.

### Achievements

The school participated in The School Wide Improvement Framework PL offered by CEM (Southern Zone) and this guided the professional learning program in 2019.

In 2019 professional learning continued to focus on the implementation of best practice within all areas of the curriculum and using Learning Intentions and Success Criteria across when planning Literacy, Numeracy and Inquiry/POE.

The school continued to use outside agencies to build teacher capacity in implementing the Victorian curriculum.

All classes participated in excursions/incursions as part of the Inquiry Unit each term.

Students shared opportunities to integrate technology into their learning experiences.

Family/teacher meetings were conducted and provided an opportunity for students to share their learning and to give and receive feedback about classroom learning.

Staff continued to develop their own professional learning goals and monitor their progress throughout the year and the Annual Review Meeting process.

Intervention programs for students at risk were implemented in Numeracy and Literacy through: Reading Recovery and Learning Framework in Number.

Modelled Reading program was offered 3 mornings per week in terms 2,3 & 4.

Speech pathology programs and Occupational therapy programs were implemented for students who required support in their learning.

High able students participated in the Australian Mathematical Problem-Solving Competition.

The PAT R Reading resource was implemented in Years 5 & 6 for highly able students.

Levelled Literacy Intervention program was implemented in years 1-6 to improve learning outcomes in literacy for at risk students.

Professional learning for the implementation of the SMART spelling tool, along with the Thrass Program were used in the teaching of spelling strategies across all levels.

Students who were part of the choir performed at the School production, class Masses, the parish fete and Christmas Carols night.

Students were able to showcase their term's work to others through Expos held at the end of a term.

The Physical Education and sports program offer all students weekly lessons and for students in Years 5&6 to participate in inter-school sports competition. Students participated in clinics during the year in soccer, AFL, tennis and hockey. Students from Year 3-6 participated in Cross country and Athletics carnivals. An intensive swimming program was well attended for students in years F-2 and Year 6 students.

In 2019 the whole school was involved in the Performing Arts production "Flight SJV 2019". Staff and students worked hard and enjoyed the preparation for the performance. The 2 performance nights were very well attended and very much enjoyed by our community.

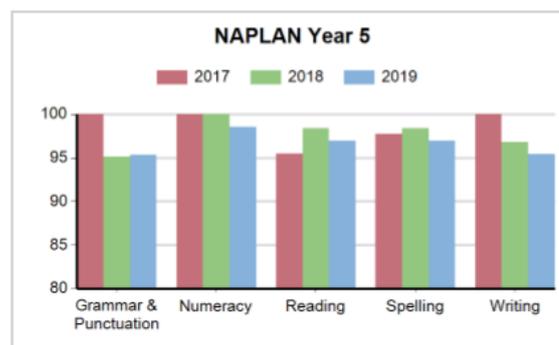
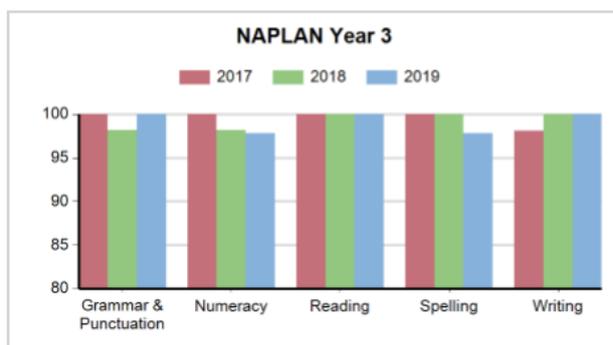
The school continued to offer a Performing Arts program at all levels. Students can choose to be a part of the school choir and the Performing Arts club.

Students attend weekly classes in the Library/ICT centre. Programs are literature based and incorporate a range of ICT skills and programs. Students are able to borrow books throughout the year. Students also use the library facility to participate in Digitech classes where students are involved in coding and programming activities

Indonesian is offered as part of a LOTE program. Students participate in weekly classes which connect with the Inquiry concept of the term.



PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	98.2	-1.8	100.0	1.8
YR 03 Numeracy	100.0	98.2	-1.8	97.8	-0.4
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	97.8	-2.2
YR 03 Writing	98.1	100.0	1.9	100.0	0.0
YR 05 Grammar & Punctuation	100.0	95.1	-4.9	95.3	0.2
YR 05 Numeracy	100.0	100.0	0.0	98.5	-1.5
YR 05 Reading	95.5	98.4	2.9	96.9	-1.5
YR 05 Spelling	97.7	98.4	0.7	96.9	-1.5
YR 05 Writing	100.0	96.8	-3.2	95.4	-1.4



St John Vianney's consistently achieves results where all or almost all of the students reach the minimum standard.

Year 3 Reading and Writing have maintained 100% as has Year 5 Numeracy. Year 3 Grammar & Punctuation has increased to 100%. The remaining areas have decreased slightly but no area has fallen below 95%. Allowing for error margins with data the impact has been minimal. The school continues its commitment to improve student outcomes in both Literacy & Numeracy.

## Percentage of students making above average progress

The table below shows the percentage of students at the school who achieved above average progress, compared to students of a similar background and who had the same starting score on their previous NAPLAN test.

	2012-2014	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019
<b>Reading</b>	45	50	48	51	41	53
<b>Writing</b>	60	45	60	53	49	64
<b>Numeracy</b>	50	53	57	58	61	69

### Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

## STUDENT LEARNING OUTCOMES

St John Vianney's consistently achieves results where all or almost all students reach the minimum standard.

Growth in student learning between Year 3 and Year 5 is at or above the expected scores, with numeracy showing well above the expected progress for students at St John Vianney's

Year 3 Spelling, Reading, Writing and Numeracy mean scores were at or above the state mean scores. Year 5 Spelling, Writing and Numeracy mean scores were all above the State mean scores. The school continues its commitment to improve student outcomes in both Literacy & Numeracy.

## Student Wellbeing

### Goals & Intended Outcomes

To develop further our school-wide approaches which value diversity, respond to individual needs and foster positive relationships within the school community

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. The school has a wellbeing team which meets regularly to monitor students as well a process to refer students who may need support from the wellbeing team. The school implements programs and practices which aim to enhance the wellbeing of all.

#### VALUE ADDED

'Restorative Practices' & 'Positive Behaviour' continue to be a whole school approach to behaviour management. Restorative language continues to be embedded in conflict situations with the aim of enabling students to own their behaviour and its effect on others. The student behaviour code of conduct supports Restorative Practices.

Professional learning facilitated by CEM personnel was undertaken by all staff to strengthen understanding of positive discipline and the implementation of Restorative Practices and Positive Behaviour practices.

In 2019, a Student Representative Council was re-established at St John Vianney's. Students are voted for by their peers to be a part of the SRC. The school captains are part of the SRC and the group is led and guided by the Wellbeing Leader.

Peaceful Kids program continues to be implemented by the Wellbeing leader and Learning Diversity Leader for some students as a strategy to improve wellbeing.

Resilience, Rights and Respectful Relationships program continues to be implemented throughout the school and staff received professional learning related to the planning and implementation of the program.

Students in years 3-6 are given the opportunity to be a part of the Mini Vinnies group.

Students in years 3-4 are offered an opportunity to be a part of the Garden Club group which

enables students to work in an environment out of the classroom in a small group.

Senior students have an opportunity to apply for a variety of leadership positions and be mentored in their role by selected staff members.

Students can choose to participate in lunchtime activity groups/clubs.

Student enrichment programs promote challenge and new learning.

Senior classes have a buddy class and participate in a variety of activities with their buddy.

Harmony Day provides opportunity for St John Vianney's to celebrate the diversity in our school. Multi-age groups participate in activities throughout the day, a whole school liturgy and assembly promote wellbeing and acceptance of all.

Staff and parents have been involved in supporting students in wellbeing and program support meetings.

Learning and Diversity team meetings are held regularly to monitor 'at risk' students.

The school newsletter and school assemblies continue to recognise the efforts and achievements of students.

The school continues to provide access to school counsellors and a psychologist. The school also engages with external agencies to support efforts in maintaining positive wellbeing within the school when appropriate.

## STUDENT SATISFACTION

In 2019 student responses from CEMSIS surveys indicated that students were well engaged at school.

82% of student indicated that teachers encourage students to do their best

87% of students indicated that teachers have high expectations

81% of students indicated that they are focussed on activities in class

82% of students indicated that they were good at learning

79% of students indicated that they enjoy being with students in their class

Results from the CEMSIS surveys indicate that St John Vianney's 'Overall positive school

endorsement' is similar to that of all Catholic schools in Melbourne

### STUDENT ATTENDANCE

Student attendance is recorded twice a day and non-attendance of students must be communicated to the school with a reason for the non-attendance. If there is an unexplained student absence, parents /guardian are contacted about the absence, on the same day, as soon as practicable.

St John Vianney's adheres to the School Attendance Guidelines which apply to all registered schools in Victoria.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.8
Y02	91.9
Y03	93.0
Y04	93.7
Y05	94.2
Y06	93.9
Overall average attendance	93.2



## Child Safe Standards

### Goals and 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 to demonstrate 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

- Policies and practices are constantly being updated to meet compliance with legislative requirements.
- The school has developed a Child Safety Policy which all staff must read and agree to
- Role descriptions of staff included the expectation of adhering to child safe practices and the code of conduct.
- Informed the school community about strategies and Child safe practices. This enacted through the Education Board meetings where there was discussion and ratification of policies, the newsletter and policies are publicly available on the school website.
- Reviewed Risk Management practices
- Monitored the school's adherence to its child safety policy and practices with the use of sign in sheets for all adult visitors and contractors to the school, risk management strategies implemented for excursions. A register that provides information for those who have a current WWCC
- Supported, encouraged and enabled school staff, parents, and children to understand, identify, discuss and report child safety matters. Staff have participated in professional learning in the Personal and Social Capability curriculum. Staff and students have implemented the School Behaviour Code. Newsletters offer information and tips for cyber safety and the school is an accredited eSmart school.
- Staff are equipped to identify and manage reportable incidents with ongoing supportive professional development, such as Mandatory Reporting. Staff complete the Mandatory Reporting modules annually.
- The curriculum document, 'Resilience, Rights and Respectful Relationships' is being used in all learning spaces
- Key staff have been trained in the PROTECT protocols and understand the duty of care obligations outlined in the document.
- Agencies such as Child First and DHS are contacted when appropriate as well as follow up contact to CEM Wellbeing team.



## Leadership & Management

### Goals & Intended Outcomes

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

### Achievements

- In 2019 the timetable continued to support level planning.
- Level leaders were supported by CEM staff to facilitate planning meetings
- Curriculum leaders continued to facilitate CLC meetings to build teacher capacity in implementing the Victorian curriculum.
- The school continued to implement strategies to enhance Family engagement such as the establishment of a Volunteer program in P-2.
- Work has been completed in creating a learning space for Visual Arts. A Visual Arts program will begin in 2020.
- Staff completed the Performance and Development questionnaire.
- Staff worked together to create a set of workplace protocols at St John Vianney's.
- The leadership team worked with an outside expert to enhance teamwork.
- The school developed a Parent Code of Conduct which further supports Child Safety and promotes effective relationships between all stake holders.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2019

Choose Maths Project

THRASS Training

First Aid CPR & Anaphylaxis Training

ICT – Key personnel for mentoring

Religious Education: Implementation of POE

Teaching & Learning: Learning Intentions & Success Criteria

Graduate Network

Leadership Strategies

Child Safe Standards

Mandatory Reporting

Family Engagement	
NCCD training	
Emergency Management	
Positive Behaviour Management	
<b>LEADERS WHO PARTICIPATED IN NETWORKS</b>	
Wellbeing network – 4 days	
Teaching and Learning Network – 4 days	
Digital technologies Network – 4 Days	
Principal's Network & Conference	
Reading Recovery Network	
Learning & Diversity Network – 4 days	
<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019</b>	45
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	\$1001

**TEACHER SATISFACTION**

CEMSIS staff data indicates positive percentages for teacher satisfaction:

- Perceptions of the overall social & learning climate of the school: 90%
- How positive are the attitudes of your colleagues: 81%
- How successful do you feel in your role: 83%
- How positive is the tone that school leaders set for the school:71%
- How orderly does the school environment feel: 90%
- How confident are you that teachers at this school motivate their students:80%

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	89.8%
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**ALLSTAFF RETENTION RATE**

Staff Retention Rate	87.2%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	30.0%
Graduate	16.7%
Graduate Certificate	3.3%
Bachelor Degree	70.0%
Advanced Diploma	30.0%
No Qualifications Listed	6.7%

**STAFF COMPOSITION**

Principal Class (Headcount)	3
Teaching Staff (Headcount)	40
Teaching Staff (FTE)	25.3
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	13.0
Indigenous Teaching Staff (Headcount)	0

## School Community

### Goals & 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.

The Parish Education Board is an advisory body that meets each term to discuss the operation of the school and policy development. The board has parent representatives and in 2019 the board had five parent representatives.

The Parents & Friends Association meet regularly throughout each term to organise activities to promote community involvement and to raise funds for the school.

Families were able to come together as a community at our Welcome to school morning tea, mother's morning tea, Father's day breakfast, class Masses and morning tea, Flight SJV 2019 whole school production, sports day, Parish Family Fun day, school Disco, Christmas Concert & Pizza night and year 6 Graduation.

Family Engagement continued to be a focus in 2019. A Volunteer Program was established with a training program for parents. Literacy & Numeracy information sessions were held for Prep parents to enable them to enhance their child's learning.

A community conversation for prep families was held again in 2019 and was facilitated by an outside agency. The evening was well attended and received positive feedback from parents.

Students have been able to share their learning electronically with their parents.

Working bees held each term were successful and necessary maintenance was completed.

The school and parish continue to work together through events such as Friday class masses in terms 2 & 3, weekly visits to the John Hannah Hostel, sacramental programs, garden club, St Vincent de Paul Society and hosting the Senior Citizens Christmas lunch.

## PARENT SATISFACTION

CEMSIS Survey results indicated positive levels of parent satisfaction with the school in all areas.

91% of parents indicated that they see the social and learning climate of the school as positive

86% of families indicated that the developmental needs of their child were met by the school

The overall percentage of parents' endorsement of the school is above the average percentage of Catholic schools in Melbourne.

