



ANNUAL REPORT TO THE SCHOOL COMMUNITY

**St John Vianney's
MULGRAVE**

2018

REGISTERED SCHOOL NUMBER: 1613



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Contact Details

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E NUMBER	E1225

Minimum Standards Attestation

I, Andrew Mullaly, attest that St John Vianney's 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

24th May 2019

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. Our school is a Prep - 6 Primary School which is in the South Eastern suburbs of Melbourne.

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 2018 and within this building an area for the teaching of Visual Arts has begun to be set up. The school looks forward to being able to use this designated teaching space in 2019. Two separate classroom blocks accommodate learning spaces for seventeen 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, attractive gardens, adventure playgrounds, a sandpit, an amphitheatre and asphalt netball/basketball courts.

According to the 2018 census, the school has an enrolment of 400 students. In 2018 the organisation of classes comprised of three Prep classes, four 1-2 classes, five 3-4 classes, three year 5 classes and two year 6 classes. There are seventeen classes in total. 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.

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. In 2018 we had the following specialist learning areas including Physical Education, Performing Arts, LOTE (Indonesian) and Library/ ICT.

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 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.

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 very 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 2018 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.

The final stage of refurbishment was completed in 2018 and the school community now enjoys contemporary and flexible learning and work spaces throughout all buildings. The refurbished Library Resource Centre has scheduled classes as well as classes using the space for ICT related learning sessions. Students can choose to use the space during lunchtimes for board games, reading and drawing.

In 2018 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 participated in the Sacrament programs of Reconciliation, Eucharist and Confirmation. The staff continued to develop their capacity to design and implement a contemporary RE curriculum by participating in professional learning about the Pedagogy of Encounter. 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 2018. 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 was developed and will be 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 2018, 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 outcomes 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.

2018 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 2018 which related to the Catholicity of St John Vianney's and added to the spiritual development and Catholic Identity of the community.

VALUE ADDED

- RE Learning consultant from Southern Region facilitated planning each term with staff.
- A professional learning meeting was held once a term to plan and use 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 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

Results from the annual Insight SRC surveys in the area of Catholic Culture show a percentile ranking against all Victorian Catholic Schools. The strengths identified were:

95% Staff ranking on Behaviour of students

99% Parent ranking on Social Justice

74% Student ranking on Social Justice

69% Student ranking on Opportunity

57% Student ranking on Compassion



Learning & Teaching

Goal

To provide a student-centred learning environment 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

- In 2018 professional learning continued to focus on the implementation of the Pedagogy of Encounter Framework.
- The school continued to use the CEM and 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. These were discussed at 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 is offered 3 mornings per week.
- 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 continued for the implementation of the THRASS Program and the program was used in the teaching of spelling strategies across all levels.
- The school continued to offer a Performing Arts program at all levels. Students from Year 2-6 can choose to be a part of the school choir and the Performing Arts club. Students who were part of the choir performed at 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.
- 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.
- Indonesian is offered as part of a LOTE program. Students participate in weekly classes which connect with the Inquiry concept of the term.



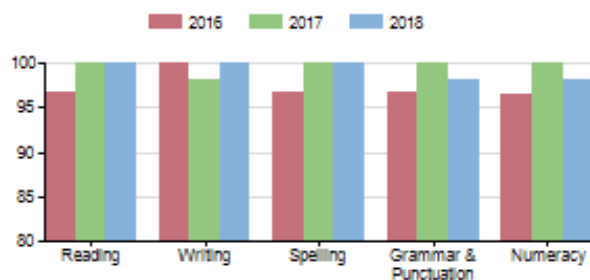


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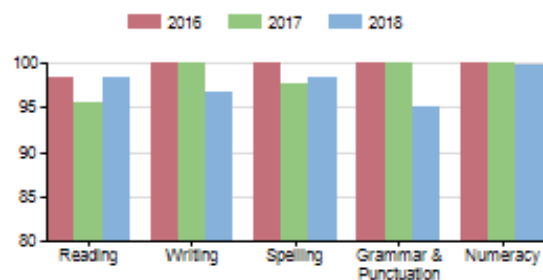
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	96.8	100.0	3.2	98.1	-1.9
YR 03 Numeracy	96.6	100.0	3.4	98.1	-1.9
YR 03 Reading	96.8	100.0	3.2	100.0	0.0
YR 03 Spelling	96.8	100.0	3.2	100.0	0.0
YR 03 Writing	100.0	98.1	-1.9	100.0	1.9
YR 05 Grammar & Punctuation	100.0	100.0	0.0	95.1	-4.9
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	98.3	95.5	-2.8	98.4	2.9
YR 05 Spelling	100.0	97.7	-2.3	98.4	0.7
YR 05 Writing	100.0	100.0	0.0	96.8	-3.2

NAPLAN Year 3



NAPLAN Year 5



STUDENT LEARNING OUTCOMES

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

Year 3 Spelling and Reading have maintained 100% as has Year 5 Numeracy. Year 3 Writing 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.

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

Student Wellbeing continued to be a focus in 2018. At St John Vianney's we understand that student wellbeing has a significant impact on learning outcomes. The school has a dedicated Student Wellbeing coordinator (0.2) who works with staff, students and outside agencies in support of our students. Across the 2018 year, programs such as Peaceful Kids and Seasons for Growth. Resilience, Rights and Respectful Relationships were implemented throughout the school. Restorative Practices continued to be a tool to enhance student wellbeing. The school has a wellbeing team which meets once a week to monitor students as well a process to refer students who may need support from the wellbeing team. The school employs the services of a Psychologist and school counsellors who assist students requiring these services. The school implements programs and practices which aim to enhance the wellbeing of all.

Student safety is paramount and we have in place appropriate policies and procedures relating to the duty of care of our students.

VALUE ADDED

Restorative Practices continues 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. In 2018 Professional learning facilitated by CEM personnel was undertaken by all staff to strengthen understanding of positive discipline and the implementation of Restorative Practices. Key leaders undertook PL in Positive Behaviour Management

The *Peaceful Kids* program was implemented by the Wellbeing leader for students as a strategy to improve wellbeing.

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

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

of the focus on Social Justice.

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 a member of staff.

Students can choose to participate in lunchtime activity groups/clubs conducted by staff and or student leaders (eg Indonesian, Sports, Running, Dance, Library)

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 2018 student responses from SRC surveys maintained or showed growth in actual scores.

Learning confidence: 80

Student motivation: 90

Stimulating Learning: 72

Purposeful teaching: 81

Student morale: 70

Our Insight SRC data scores place our students within the middle 50% of schools.

STUDENT ATTENDANCE

At St John Vianney's we believe that student attendance at school is crucial for their learning and wellbeing. Student non- attendance is managed in the following ways.

Parents are requested to contact the school before 9:30am to report their child's absence and the reason for the absence. The school has a dedicated phone line for this purpose.

Administration staff contact parents as soon as practicable on the same day of an unexplained student absence. Administration staff will continue to attempt to contact parents until they are satisfied they know the reason for the child's absence.

Students who are late to school must report to the office for a 'late- pass'. Late attendances are recorded and monitored. Class teachers and or the Wellbeing Leader or Principal will speak with parents about strategies to improve student attendance or punctuality.

Parents who take their child out of the school in term time for more than 5 days (eg holiday, visit family overseas) must complete an 'extended leave form' and have it signed by both the Principal and class teacher.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.2
Y02	92.0
Y03	91.6
Y04	91.9
Y05	94.2
Y06	92.6
Overall average attendance	92.7

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 was 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 DHHS 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

- We began the 2018 school year by exploring and renewing the School Vision Statement to ensure that it reflected our purpose and practice. In 2018 changes were made to the timetable to enable more whole level team planning.
- The Learning Support Officers, worked under the direction of the teacher with students within the classrooms
- Our staff once again set themselves professional goals. To help them achieve these goals staff met with colleagues, sought professional learning and or other resources. Meetings with the school principal were held across the year as a means of communication and support. All staff participated in an Annual Review meeting.
- Curriculum leaders continued to facilitate CLC meetings in an effort to build teacher capacity in implementing the Victorian curriculum.
- The school committed to participating in the Family Engagement project through Professional Learning which was facilitated by an outside expert in the field.
- We were well supported by the RE team from the Southern Office in work around the Pedagogy of Encounter.
- In an effort to improve role clarity, role descriptions were reviewed and amended.
- Stage 3 of the Master Plan was completed, resulting in the administration area, library resource centre and staff area being refurbished.
- Work was begun in creating a learning space for Visual Arts.
- Staff completed the Performance and Development questionnaire.
- Staff worked with leadership to create a set of workplace protocols for St John Vianney's.
- The leadership team worked with an outside expert to enhance teamwork.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Choose Maths Project,

THRASS Training

Indigenous Education

First Aid CPR & Anaphylaxis Training

ICT – Key personnel for mentoring

Religious Education: Implementation of POE	
Leadership Coaching	
Leadership Team Building	
Level Leaders Days	
Child Safe Standards	
Mandatory Reporting	
Family Engagement	
NCCD training	
Emergency Management	
Positive Behaviour Management	
LEADERS WHO PARTICIPATED IN NETWORKS	
Wellbeing network – 4 days	
Teaching and Learning Network – 4 days	
Literacy & Numeracy leaders Network – 4 days	
Digital technologies Network – 4 Days	
Principal's Network & Conference	
Reading Recovery Network	
Learning & Diversity Network – 4 days	
NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	46
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1271

TEACHER SATISFACTION

Our school staff data suggests that we continue to focus on School Improvement (actual score of 81%) We see our relationships with our students to be most important and have high levels of respect for students. (86%). Our Catholic Culture data indicates that we see it to be important 83% and that we provide opportunity to live out our faith (85%).

Our Data suggests that our staff want to continue to focus on strengthening team work and family engagement to support quality learning to improve student outcomes.

STAFF RETENTION RATE

Staff Retention Rate	85.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	32.1%
Graduate	17.9%
Graduate Certificate	3.6%
Bachelor Degree	71.4%
Advanced Diploma	32.1%
No Qualifications Listed	3.6%

STAFF COMPOSITION

Principal Class (Headcount)	2
Teaching Staff (Headcount)	39
Teaching Staff (FTE)	29.7
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	15.1
Indigenous Teaching Staff (Headcount)	0

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	94.5%
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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.
- Family engagement was a priority in 2018 with a group of staff members attending professional learning which highlighted strategies to engage parents in their child's learning at school and to develop stronger links between families and school to improve student outcomes.
- The dinner and conversation evening, a new initiative, held for Prep families, was well attended and received very positive feedback from parents.
- Families were also able to come together as a community at our 'Welcome to School' morning tea, class Masses and morning tea, sports day, Parish Family Fun day, school Disco, Christmas Concert & Pizza night and year 6 Graduation. The celebration of Mothers/ Special Women in our Lives was again a great success with over 70 women coming to our special Morning Tea. Our Grandparents Day was also a wonderful celebration and strengthened the community connection within the school. Events such as family/teacher meetings, Christmas Carols & dinner on the oval and sports day were well attended and enhanced the link between school and families.
- In 2018 Working bees were organised differently from previous years. Having one working bee each term aimed at bringing greater numbers and strengthening community connection. The Working Bees were most successful and necessary maintenance was completed.
- 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 2018 the board had three parent representatives.
- The Parents & Friends Association continued to meet regularly throughout each term to organise activities to promote community involvement and to raise funds for the school.
- Students have been able to share their learning electronically with their parents.
- The school and parish continued 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.
- We continue to utilise the services of Kelly Sports both through lunch time and afterschool which offer students extra curricula opportunities in sport, PE and dance. Mazenod Strings offers some of our students tuition in violin and the school gives opportunity for an external provider to teach keyboard and guitar.

PARENT SATISFACTION

Survey results indicated high levels of parent satisfaction with the school in all areas. Scores of 86 for parent input and approachability indicate that parents feel that staff are approachable and that the school listens to them. Scores indicate that parents believe the school offers high quality programs and that students are motivated and engaged in their learning.

Survey data indicates that the Catholic Culture of the school is regarded highly by parents.

Overall, actual scores from parent surveys indicate that St John Vianney's is placed in the top 25% of schools.



NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.a