



*St John Vianney's*  
PRIMARY SCHOOL

## **St John Vianney's Primary School, MANLY**

# **Annual Report 2021**

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**

# Contact information

<b>School</b>	St John Vianney's Primary School
<b>Postal address</b>	15 Oceana Tce, MANLY, QLD, 4179
<b>Phone</b>	(07) 3097 2900
<b>Email</b>	pmanly@bne.catholic.edu.au
<b>Web pages</b>	Information about the school can be found at <a href="http://www.sjv.qld.edu.au">www.sjv.qld.edu.au</a> Additional information about Brisbane Catholic Education schools is located on the <a href="#">Brisbane Catholic Education</a> website.
<b>Contact person</b>	Katherine McKay — Principal

## Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St John Vianney's Catholic Primary school has a current enrolment of around 480 students. Located in Brisbane's south-east, on a hill above Manly Village and Harbour with panoramic views of Moreton Bay. The school was founded in 1941 by the Presentation Sisters. St John Vianney's is an energetic school community where staff, parents and students work collaboratively to develop a cohesive approach to education. Key features include a growing awareness of social justice issues and environmental sustainability. Some distinctive curriculum offerings include STEM, LOTE (Italian), instrumental music and arts program, opportunities to play in a variety of sporting teams and extra-curricular activities. We have a focus on contemporary learning that is purposeful, relevant, innovative and collaborative. St John Vianney's has a School Board, an active and supportive Parents and Friends who have a strong focus on community engagement. The school has strong partnerships with local community groups and initiatives. Outside Hours Care is provided morning and afternoon as well as Vacation Care.

### School progress towards its goals in 2021

#### Learning & teaching

Goal: To grow the engagement, progress, achievement and wellbeing of each student through the implementation of the Waterfall Framework.

Strategies:

- Professional learning for all staff in the Waterfall Framework
- Ongoing coaching for all staff with Sue Walsh
- Implementation of the aspects of the Framework in planning and classrooms by the end of 2021.

Success Measures:

- Professional discussion of aspects of the Framework are evident in planning time.
- Evidence of Waterfall Framework are in planning documents.
- Evidence of Waterfall Framework seen in Learning Walks & Talks.

#### Wellbeing

Goal: Establish a whole school wellbeing framework to create a common language & understanding to achieve improved outcomes for our community.

Strategies:

- formulate a SJV policy for our community context
- collect data from students, parents & staff – Be You Survey
- investigate & implement evidence-based programs
- post survey to measure improvement & provide recommendations.

Success Measures:

- Creation of a Wellbeing Policy
- Data collected from Be You informs evidence-based programs implemented in Semester 2.

**Catholic identity**

Goal 1: Extending Catholic Perspectives into Science and HASS

Goal2: Develop an SJV Staff Formation Plan

Strategies:

- review of Catholic Identity in Line of Sight
- embed Catholic Perspective in Science & HASS
- Consult & Collaborate with RE Officer (Catie Kelly)
- Highlight Catholic perspectives in planning meetings
- Awareness & promotion of opportunities for PD
- Complete one BCE Formation module on CTJ Day.

Success Measures:

- Implementation of Catholic Perspectives in Year level planning.
- Creation of Formation Plan
- Professional Learning for BCE Formation
- Undertaking one module – Community: Made for each other.

**Reconciliation action plan**

Goal: To develop & implement a Reconciliation Action Plan to build meaningful relationships, respect and opportunities with Aboriginal & Torres Strait Islander Peoples.

Strategies:

In the Classroom:

- Embed Aboriginal & Torres Strait Islander culture in curriculum planning/practice
- Build cultural knowledge for staff

Around the School:

- visual exposure (flags/artwork)
- NAIDOC Celebrations & Reconciliation Week
- Use of Acknowledgement of Country

With the community:

- Quandamooka walk
- cultural visitors

Success Measures:

- Implementation of the Reconciliation Action Plan uploaded to Narragunnawali
- community engagement with RAP.

## **Future outlook**

### **Catholic Identity**

Goal 1: To co-develop a student faith formation

Success Measures:

- All student in Prep to Year 6 will engage in faith formation experiences
- Classroom teachers implement a variety of prayer and meditation experiences

Goals 2: To develop consistent planning and effective pedagogical practices across all year levels in Religious Education

Success Measures:

- Consistent use of template that will be uploaded on the portal

## **Learning and Teaching**

Goal 1: To grow the engagement, progress, achievement and wellbeing of each student through the embedding the Assessment Waterfall Framework in all learning areas.

Success Measures:

- Learning Intentions, Success Criteria and Individual Student goals need to be visible to students in each classroom
- Learning Intentions, Success Criteria, Descriptive Feedback, Peer & Self-Assessment and Individual Goals will be embedded in all learning area and differentiated for learners.
- Students will have a visible individual learning goal for reading, writing and numeracy

Goal 2: To grow the engagement, progress, achievement and wellbeing of each student in numeracy.

Success Measures:

- Implementation of SJV agreed practices of Numeracy based on evidenced based teaching practices and the Australian Curriculum

## **Wellbeing**

Goal: Implement a whole school wellbeing framework to create a common language and understanding to achieve improved outcomes for our community

Success measures:

- Staff, students and parents will use a common language for the Zones of Regulation

## **Diversity and Inclusion**

Goal: Embed our Reconciliation Action Plan to build meaningful relationships, respect and opportunities with Aboriginal and Torres Strait Islander Peoples.

Success Measures:

- There will be evidence of visuals around the school and establishment of meaningful relationships with local elders and community relationships

# Our school at a glance

## School profile

St John Vianney's Primary School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2021:** Primary

**Student enrolments for this school:**

Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021 483	266	217	10

Student counts are based on the Census (August) enrolment collection.

St John Vianney's Primary School is a Prep-Year 6 co-educational primary Catholic school located in the Bayside suburb of Manly. We are a Parish school that embraces the Presentation Sisters charism with Saint John Vianney being the patron of our school. Our school motto, "In God We Trust" is embraced in all aspects of our school life and it reminds us that God is with us and we are guided by the values of the Gospel, Nano Nagle and St John Vianney.

The student population of St John Vianney's School is distinctive in a number of ways. The vast majority of students come from the Manly, Manly West, Lota, Gündale, Wakerley and Wynnum areas. A number of cultural groups are represented in the school population, particularly students who have at least one parent who is from Ireland, Great Britain, New Zealand or South Africa. Students come from a range of family compositions with a higher number of families consisting of both parents living with the child/ren.

Our school proudly encourages and supports diversity and inclusion and caters for a diverse range of students with disabilities and learning needs and provide extension and enrichment opportunities for students. In 2021, the school had more students in the early years of the school. The school had three classes of Prep-Year 4, a Year 5 class, a 5/6 class and a Year 6 class. Many boys leave at the end of Year 4 to attend an order owned Catholic boys' school in the area.

## Curriculum implementation

### Curriculum overview

The study of English is central to the learning and development of all students at St John Vianney's. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.

The study of Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurements and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in life.

The study of Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its application in our lives.

The study of Humanities and Social Sciences allows students to come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal and collective ways.

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential.

Technologies draws together the distinct but related subjects of Design and Technologies, and Digital Technologies. It ensures that all students benefit from learning about, and working with, traditional, contemporary and emerging technologies that shape the world in which we live.

Health and Physical Education offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to participate in a range of physical activities confidently and competently.

### **Extra-curricular activities**

The Arts activities include weekly school choir rehearsals and performances at school events. Specialist music lessons are available for Piano, Keyboard, Guitar, Ukulele and Band Instruments. The Band has weekly rehearsals and performs at school events.

Year 4 attended a 3-day camp at Kindalin Redland Bay and Years 5 & 6 attended a 3-day camp at Tallebudgera. All year levels participated in a variety of excursions and incursions. This was limited in 2020 due to COVID-19.

Sport activities in 2020 were not able to proceed due to COVID-19 restrictions. However planned activities included Swimming, Cross Country, Athletics, Gala Days, Rugby 7s, All Schools Touch and Oz-Tag. Normally, students have the opportunity to qualify for Bayside Districts and Catholic Combined Schools Carnivals. Usually, a number of staff also ran a weekly running club for students before school.

Academic activities in 2020 included students participating in Premier's Reading Challenge, Readers Cup, STEM showcases and projects, ICAS tests in Mathematics, English and Science. Homework Club was provided to Years 5 & 6 students.

The school participated and is involved in many social justice outreach programs such as St Vincent de Paul, Rosie's, Parish East Timor, Caritas and Bushfire and Drought relief.

At lunchtime, we provided craft club and gardening group activities and the library is open for children.

### **How information and communication technologies are used to assist learning**

In the Australian Curriculum, students develop Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem-solving, decision-making, communication, creative expression and empirical reasoning. This included conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others.

We have a Technology Plan that provides a clear directional focus and with a scope that includes resourcing considerations and to promote a depth of learning and teaching opportunities for our students. Areas of focus included ensuring we provide appropriate digital learning tools in balance with traditional learning tools, every student having access to a device to support differentiation and enabling highly personalised instruction and increases the teacher's pedagogical capacity.

# Social climate

## Overview

The St John Vianney's School-Wide expectations summarise in a positive and empowering way, the behavioural expectations of all within our community. All students are briefed and taught the expectations. There is an ongoing commitment to the proactive social skilling of all children and the Gospel call to live in right relationship with our God, our world, ourselves and our fellow human beings. St John Vianney's has a positive and enriching climate that encourages differentiation and inclusion. The school has a learning support team that meets each week to discuss the needs of students. The team consists of the principal, APA, APRE, PLL, STIE, Guidance Counsellor and School Chaplain. Differentiation is catered for in teacher planning that list adjustments for specific learners and some students have an individual learning plan. The school offers Seasons for Growth and whole class and small group wellbeing programs led by the Guidance Counsellor and School Chaplain. In 2021, we were required to be more creative with ways to engage the parents and community in the life of the school due to COVID-19. We created numerous videos for Facebook and Teams, provided regular communication to families, hosted P & F meetings online and organised events so that we could safely hold events adhering to social distancing.

## Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

### BCE Listens Survey - Parent satisfaction

Performance measure	2020
Percentage of parents/carers who agree <sup>#</sup> that:	
This school helps my child to develop their relationship with God	99.3%
School staff demonstrate the school's Catholic Christian values	98.7%
Teachers at this school have high expectations for my child	95.1%
Staff at this school care about my child	98.0%
I can talk to my child's teachers about my concerns	94.0%
Teachers at this school encourage me to take an active role in my child's education	95.4%
My child feels safe at this school	97.4%
The facilities at this school support my child's educational needs	96.0%
This school looks for ways to improve	100.0%
I am happy my child is at this school	99.3%

## BCE Listens Survey - Student satisfaction

Performance measure	2020
<b>Percentage of students who agree<sup>#</sup> that:</b>	
My school helps me develop my relationship with God	92.4%
I enjoy learning at my school	93.4%
Teachers expect me to work to the best of my ability in all my learning	97.8%
Feedback from my teacher helps me learn	96.4%
Teachers at my school treat me fairly	93.4%
If I was unhappy about something at school I would talk to a school leader or teacher about it	71.5%
I feel safe at school	89.1%
I am happy to be at my school	91.2%

## BCE Listens Survey - Staff satisfaction

Performance measure	2020
<b>Percentage of staff who agree<sup>#</sup> that:</b>	
Working at this school helps me to have a deeper understanding of faith	90.9%
School staff demonstrate this school's Catholic Christian values	93.2%
This school acts on staff feedback	81.8%
This school looks for ways to improve	97.7%
I am recognised for my efforts at work	88.6%
In general students at this school respect staff members	97.7%
This school makes student protection everyone's responsibility	97.7%
I enjoy working at this school	93.2%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Family and community engagement

Parents are able to engage in their child's education in many ways. This looked different in 2021 due to COVID-19. Parents attended Parent Information Evenings, parents received regular communication from the school and teachers about learning via weekly newsletters and emails. Staff rang parents and families during alternative education provisions to check in and parents were surveyed so we could adjust our program if necessary. We were able to hold a whole school walkathon and musical along with many other events that fostered community engagement.

Parents, students and external professionals are consulted toward making decisions to allow adjustments to assist students to access and participate fully at school.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

#### How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	30	19
Full-time Equivalents	26.8	11.6

\*Teaching staff includes School Leaders

### Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate diploma etc.**	4
Bachelor degree	22
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

## Professional development

The major professional development initiatives in 2021 were as follows:

- Coaching and Mentoring with Learning Coach Sue Walsh around the Assessment Waterfall Framework
- SPELD Understanding Learning Differences
- NCCD
- Moderation
- Assessment Waterfall Framework
- First Aid Training
- Formation
- School Officers completed professional learning with Australian Teacher's Aide online and PB4L.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.6%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2021.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	93.6%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	92.6%

Average attendance rate per year level			
Prep attendance rate	93.1%	Year 4 attendance rate	92.7%
Year 1 attendance rate	93.9%	Year 5 attendance rate	93.8%
Year 2 attendance rate	94.3%	Year 6 attendance rate	93.9%
Year 3 attendance rate	93.8%		

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

### Description of how non-attendance is managed by the school

Attendance at school is encouraged and promoted at the beginning of the school year at parent information nights and throughout the year in newsletters and on social media. In 2021, the focus was on following COVID-19 restrictions and regulations. If there is a concern about attendance parents are contacted by the class teacher and then a member of the leadership team. If an attendance plan is required the Principal and Guidance Counsellor work with the families.

The school follows the BCE guidelines for roll marking processes. Rolls are marked at 9am and 2pm by the class teacher. The school secretary sends a text to families for unexplained absences at 9:30am. If there is no response the secretary will make contact about absence.

In 2021, the school shared information about health requirements and attendance. We did not have a strong focus on encouraging attendance in 2021 as it would be a conflicting message with the health information we were required to follow.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the [My School](#) link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[\*\*View School Profile\*\*](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.



#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.