



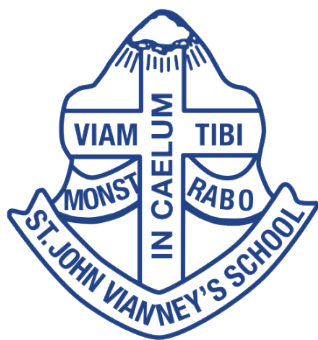
# St John Vianney's Primary School

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Catholic Schools  
Parramatta Diocese

# 2024 Annual School Report



## Introduction

### **About the Annual School Report**

St John Vianney's Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

## Key Messages

### **From the Principal Mr Cameron Lievore**

I am proud to present to you the 2024 Annual School Report for St John Vianney's Primary School, Doonside.

St John Vianney's Primary School is a two stream coeducational Catholic school in the Diocese of Parramatta. At St John Vianney's Primary School we share in the mission of Christ. Our school motto, I Will Show You the Way to Heaven, reflects the shared commitment of our school community to know, love and serve God. The partnership between home, school and parish is integral in nurturing a love of God. Our school is a place where gospel values and beliefs permeate, resulting in a climate where students feel safe, secure, accepted and loved.

We are a welcoming Catholic community where gospel values and beliefs are visible in all aspects of school life. These values are modelled by staff in their interactions with one another, with students, with parents and members of the wider community. Our pastoral care is based on the belief that a Catholic school is a faith community of love which is characterised by justice, tolerance, forgiveness and respect for each other. This culture is the foundation upon which our students can develop and enjoy an enriching, challenging and fulfilling education. St John Vianney's Primary School is a school that values quality learning and teaching, built on strong relationships between students, teachers and parents in a safe, nurturing, supportive and stimulating environment.

At St John Vianney's Primary School the students are provided with learning experiences which empower them to be responsible, reflective and independent lifelong learners, in a safe environment, where the use of technology is embedded into classroom practice. In the past, our school has been recognised by the wider community through the achievement of national awards in literacy and numeracy. Each year, our Stage 3 students enter the Department of Veterans' Affairs ANZAC DAY Schools' Awards and have been State winners on a number of occasions.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

### **From the Parents/Carers**

The Parents and Friends Association (P&F) actively promotes the public image of St John Vianney's Primary School by bringing together parents, students and staff in a spirit of collaboration and close cooperation.

In 2024, the partnership between the school and the P&F allowed for funds to be raised for learning and teaching resources and school improvements. The provision of

essential resources enhanced the students' school experience. Resources provided in 2024 included additional reading material for all stages. The P&F also paid the entry fee for students' art work to be entered into Operation Art, an initiative of the Children's Hospital, Westmead, in association with the NSW Department of Education. In previous years, some of our artworks were selected to tour regional galleries with selected works being donated to the Children's Hospital, Westmead. To celebrate Mothers Day and Fathers Day, the P&F organised a stall where the children were able to purchase gifts. There was also a lunch for mothers and a breakfast for fathers on these two special days. Families also attended Grandparents Day, Book Week, Open Days for prospective enrolments and Year 6 Graduation.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

### **From the Students**

As school captains and student council members of St John Vianney's Primary School, we were honoured to take a leadership role in our school. We love and are proud of our school because of all the opportunities we have had to be involved in activities like: Operation Art, cricket days, senior school choir, and the GRIP Young Leaders' Day. We are very proud of our school's achievements. We were state winners for seven years in a row in the ANZAC Day competition awards and have won three awards for our remembrance gardens. We are also proud of our teachers who have given us the best education possible.

Student leadership roles included:

- leading the school in prayer at assemblies.
- leading the midday Angelus prayer.
- preparing and leading merit and Student of the Term assemblies.
- assisting with liturgical and special assemblies.
- acting as role models for all students
- taking suggestions to the School Leadership Team
- encouraging all students to do their best
- welcoming visitors to the school
- assisting with the coordination of fundraising for social justice initiatives - Caritas and Ignite Food
- organising student council roles via a job roster

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

## School Context

### History of the school

Thanks to the hard work and persistence of the Parish Priest, St John Vianney's Parish School was established in 1986. It opened with Kindergarten and Year 1 and a total enrolment of 68 students. The founding principal was Sr Ursula Smith, a distant cousin of St Mary of the Cross MacKillop. The School has had five lay principals since that time. The provision of Federal Government funding enabled the completion of the multi-purpose space in 2011 which now provides a facility for whole-school gatherings, collaborative learning and parish functions. By the end of 2016, Apple TVs, iPad Pros and Ipevo document cameras were provided for all learning spaces, the library and learning support (16 in total). In 2017, Chromebooks were provided to the school by the Catholic Education, Diocese of Parramatta for Years 3 to 6. The School purchased additional Chromebooks and iPads to equip students for 21st century learning in an interactive and stimulating learning environment. In 2018, the School purchased additional Chromebooks to equip every primary student, Years 3 to 6. The Kindergarten to Year 2 (K-2) learning spaces are now well equipped with iPads on a 2:1 ratio. Towards the end of 2017, the playground areas were upgraded with new artificial grass marked with coloured handball courts, outdoor chess and draught boards. In 2018, an older area of artificial grass was upgraded with sandstone block surrounds to provide additional outdoor seating for students. During 2019 and 2020 security fencing was installed to create a safe and secure site. All learning spaces in Years 3 to 6 were refurbished with colourful floor to ceiling pinboards. External pinboards were installed to provide spaces for students to share their learning. In 2022, an extensive building project was undertaken to replace the roofs on all buildings.

### Location / Drawing Area

St John Vianney's Primary School is located in a residential area, Cameron St, Doonside. It has been on this site since 1986 and draws students from Doonside, Woodcroft, Edgewood, Bungaribee, Glendenning, Plumpton, Marayong and surrounding areas. The School serves the parish of St John Vianney Doonside. The School is within walking distance from Doonside Station and is serviced by local buses. Most students are driven to school by parents or carers. Nearby Catholic secondary schools include St Andrew's College Marayong (co-educational), Patrician Brothers' College Blacktown (boys), St Agnes Catholic College Rooty Hill (co-educational), St John Paul II Catholic College Schofields (co-educational), St Clare's Catholic High School Hassall Grove (co-educational) and Nagle College, South Blacktown (girls).

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	37
Number of staff who identify as Aboriginal and Torres Strait Islander people	1
Number of full time teaching staff	18
Number of part time teaching staff	12
Number of non-teaching staff	7

### Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at St John Vianney's Primary School can be sourced directly from the school.

## Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- Each teacher participated in a guided professional inquiry around explicit teaching and the use of worked examples in English and Mathematics.
- Teachers further developed their deep knowledge of vocabulary and language in Mathematics.
- All teachers were introduced to the processes for identifying and assessing English as an Additional Language or Dialect (EAL/D) learners.



## Catholic Identity and Religious Education

### **Prayer, Liturgical Life and Faith Experiences**

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

### **Social Justice**

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- The school participated in the Socktober fundraiser which in 2024 raised funds for a Caring Centre in Mongolia.
- Our community continued to support Jesuit Social Services through donations to their Ignite Food Store during Lent and the winter months.
- Staff once again supported a local family with contributions to a Christmas food and gift hamper.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

### **School, Home and Parish Partnerships**

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

### **Religious Education**

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's

teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

### **Professional Learning of Staff in Religious Education**

Professional Learning in Religious Education offered to staff this year included:

- Introduction to the new Diocesan Religious Education Syllabus 'Encountering Jesus'.
- Staff participated in a Formation Day where the focus was on the spirituality of St Mark's gospel.
- Teachers explored different scriptures to deepen their understanding and to enhance their support of our Faith in Action initiatives.

## Learning and Teaching

### **National Assessment Program - Literacy and Numeracy (NAPLAN)**

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

### NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	85%	66%
Writing	100%	77%
Spelling	87%	61%
Grammar and Punctuation	81%	54%
Numeracy	85%	63%

### NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	91%	71%
Writing	93%	67%
Spelling	96%	68%
Grammar and Punctuation	87%	65%
Numeracy	89%	68%

## Student Profile

### Enrolment Policy

St John Vianney's Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

### Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
192	169
Total Enrolments: 361	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	93%	4	94%
1	93%	5	92%
2	93%	6	90%
3	93%	School Average: 92%	

### Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students

and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

### **Characteristics of the student body**

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	297
Students with disabilities (SWD)	87
Aboriginal and Torres Strait Islander	7

## Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. St John Vianney's Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Students in Years 3-6 attended a presentation about cybersafety given by the Police youth Liaison Officer.
- All staff attended a workshop which raised awareness of the causes of anxiety in children.
- Student achievement continued to be recognised at our weekly assemblies, Student of the Term assemblies and our end of year Awards Presentation.

St John Vianney's Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

### **Actions promoting respect and responsibility**

St John Vianney's Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Year 4 students participated in an 'About Aboriginal Experience' immersion workshop presented by Gumaraa Rangers.
- Student Council members and Sport Colour Captains attended the GRIP Student Leaders' Day.
- Year 6 students continued to be buddied with a Kindergarten student for the first two weeks of the school year.



## Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Students are encouraged to do their best and teachers show an interest in each child's learning.
- Teachers expect the students to work hard and have high expectations for students to succeed.
- The school has clear rules and expectations for positive behaviour and students feel safe at school.

Areas of strength from the student feedback include:

- Students feel accepted and have a strong sense of belonging.
- Student behaviour is positive and there are clear expectations regarding behaviour.
- Lessons are well-organised and have a clear purpose. Teachers also have high expectations for students for students to succeed.

Areas of strength from the staff feedback include:

- Senior leadership gives staff a clear picture of the direction in which the school is headed.
- There is open and honest communication in the school.
- Teachers have confidence in senior leadership to make the right decisions for the school.

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	To increase the number of students from the Strong to Exceeding Proficiency Standard of NAPLAN in Reading.	Achieved.
Priority 2	To reduce student anxiety levels by explicitly teaching the skills of resilience.	Still Working Towards.

Projected School Priorities		
Priority 1	To improve the reading outcomes of all students K-1 and to improve the structure of written texts K-6. Our approach will include the introduction of the initialLit program and explicitly teaching the structure of written texts.	
Priority 2	To improve student problem-solving skills in Mathematics. Our focus will be on the explicit teaching of strategies using worked examples.	

## Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$4,094,916
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,078,698
Fees and Private Income <sup>4</sup>	\$928,521
Other Capital Income <sup>5</sup>	\$177,936
Total Income	\$6,280,071

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$90,259
Salaries and Related Expenses <sup>7</sup>	\$4,787,701
Non-Salary Expenses <sup>8</sup>	\$1,572,183
Total Expenditure	\$6,450,143

<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

<sup>3</sup> State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

<sup>4</sup> Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses