

2023

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St John Vianney Primary School

60-66 Yambo Street, MORISSET 2264

Principal: Simon Devlin

Web: <http://www.morisset.catholic.edu.au>

About this report

St John Vianney Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

Nestled in the heart of Morisset, our school serves as a place of faith, learning, and community in the picturesque surroundings of Lake Macquarie and the Watagan Mountains.

Aligned with the values of the Catholic faith and guided by the principles of the Maitland-Newcastle Diocese, our mission at St John Vianney is to provide a Catholic education that nurtures the development of the whole person. Academically, spiritually, physically, socially, and emotionally, we strive to cultivate growth and excellence in every aspect of our students' lives, anchored by the core values of respect, honesty, forgiveness and learning.

Over the past decade, our school has undergone significant transformation and enhancement, with refurbishments to classrooms, our hall, student amenities, and the establishment of our Learning Hub, formerly known as the library. Situated on a spacious and meticulously maintained campus, we are proud to offer our students a safe and secure environment conducive to their learning journey. Our facilities, including well-equipped classrooms, a library, a sports field, and playground, provide the perfect setting for exploration, discovery, and growth.

At St John Vianney, we are committed to providing our students with the tools and resources necessary to thrive in today's world. Through the integration of technology and innovative teaching methods, our dedicated educators strive to engage and inspire students in their learning journey.

This annual school report serves as a testament to our ongoing commitment to accountability and transparency within our school community. It highlights our achievements, initiatives, and areas for development, reflecting our dedication to continuous improvement and excellence in education.

As a learning community we continue to work hand in hand—parents, guardians, teachers, and students—to uphold the values of our Catholic faith, foster a love for learning, and empower our students to realise their full potential. Together, we will continue to uphold the legacy of excellence and service that defines St John Vianney Catholic Primary School.

This report provides the school community with information about school performance, initiatives, developments and achievements. It draws together information of major interest and importance to the school community and demonstrates accountability to the Catholic Schools Office and other regulatory bodies. The Annual School Report complements and is supplementary to school newsletters and other regular communication. It is the result of a rigorous school evaluation process, which identifies strengths and areas for development.

Freda Pascoe
Principal

Parent Body Message

During 2023 there was a renewed focus on parent engagement as a whole across the school. The implementation of a Welcome BBQ and Meet the Teacher evening provided a wonderful opportunity at the beginning of the year for parents to come together as a community and to develop those all important relationships with teachers and other parents. This event was attended by a representative of almost every family in our school community.

A P & F Committee was established in Term 2 and meetings were held once a term in person and via zoom as a result of feedback. This has remained an area where dwindling numbers of parents attending has result in the inability to run P & F meetings. The P & F was able to hold many fundraising events during the year including the Mother's and Father's Day Stalls, and Easter and Christmas Raffles. The School's Canteen Committee has continued with menu

changes designed to provide children with a healthy range of foods with minimal impact on families. The canteen now operates Wednesday through the generous support of our volunteers. At the beginning of the year an online ordering app was implemented. This allowed for the canteen ordering to be streamlined.

Student Body Message

The student body is well represented through our Student Council, which comprises two elected representatives from each primary class alongside our School Captains and Vice-Captains. These student leaders play a pivotal role in fostering communication among students, teachers, and parents. They convene regularly with the Principal to address school-related matters and serve as a platform to voice the needs of their peers.

In addition to their communication duties, our Sport Captains oversee sporting teams and equipment, ensuring smooth operations during athletic events. Moreover, these leaders proudly represent our school at various external functions such as ANZAC Day Service, Mission Mass, Catholic Schools Week Mass, and the Graduation Presentation at St Paul's High School. They also actively participate in information nights and lead school assemblies, showcasing exemplary leadership skills.

The Student Council consistently reinforces and promotes our school rules by presenting them at assemblies, thereby upholding the values and standards of our school community.

School Features

St John Vianney Catholic Primary School is a close-knit K-6 single stream establishment, deeply rooted within the St John Vianney Parish in Morisset. Our journey commenced on January 17, 1962, with just 60 pupils, and since then, we have steadily grown while upholding the rich educational and spiritual traditions passed down to us by the Sisters of St Joseph.

Today our school proudly educates 155 students across seven classes, offering a high-quality education within a vibrant Catholic environment enriched by our close ties with the local parish. Our expansive campus features a spacious oval, complete with a cricket pitch, and two playgrounds that encourage play and foster creativity among our children.

Equipped for the modern age, all our classrooms are equipped with smart TVs, ensuring dynamic and interactive learning experiences. Every child has access to iPads and/or laptops, empowering them with technology as a tool for learning and exploration.

At St John Vianney, we place a strong emphasis on Aboriginal Education, evident in our employment of an Aboriginal Education Teacher for four days a week and Aboriginal Education Worker one day a week. Our aim is to enhance literacy and numeracy outcomes for all Indigenous children while integrating Aboriginal perspectives across all curriculum areas.

Located within the Lakes region of the Maitland-Newcastle Diocese, our school serves families from various nearby towns, including Dora Creek, Morisset, Morisset Park, Bonnells Bay, Silverwater, Mirrabooka, Brightwaters, Cooranbong, Wyee, and Wyee Point. Upon completing Year 6, our students transition to St. Paul's Catholic College in Booragul to continue their high school journey.

As we continue to grow and evolve, St John Vianney remains committed to providing a nurturing and enriching educational experience grounded in faith, community, and excellence.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
79	69	15	148

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2023 was 88.27%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91.57	88.25	87.11	89.45	88.84	86.40	86.29

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	28
Number of full time teaching staff	6
Number of part time teaching staff	11
Number of non-teaching staff	11

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff 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.

Summary of professional learning at this school

This year we continued our focus on Mathematics within our School Improvement Plan. Our goal is to see growth by all students in Mathematics using a range of data. To support our goal there was a number of professional development opportunities for staff. All staff attended a staff development day on Mathematics. On this day teachers were provided opportunities to share their teaching practices with others. There was a focus on an agreed practice in how we teach Mathematics and the selection of resources to support student learning. We also focused on Clarity and re-examining the 14 parameters. Furthermore we looked at our Clarity journey so far and what we have implemented and where to next.

In Catholic Culture and Mission, staff spent time exploring the process of accompaniment as a sacred task that leads to a spirit of discernment. The formation day encapsulated how we encounter and journey together. We examined the Emmaus story and explored questions of the world. In addition, the formation gave staff an opportunity to grow in awareness of our call to go out to encounter the stranger and share the Good News.

We continued on our professional journey using professional development and Professional Learning Teams to create a collaborative culture. We provided a range of professional development in Mathematics utilising the CSO LiFT project. We saw a change in the way teachers are programming Mathematics and ensuring the inclusion of student agency. In addition, we continued to provide PD with Clarity and focused on learning intentions and success criteria in Mathematics. Furthermore, we focused on using Essential Assessment as a tool to assess student knowledge. The primary PLT goal was using a variety of strategies to unpack mathematical vocabulary in order to improve students' ability to solve open ended maths questions. Our infants PLT team goal was utilising different forms of data to improve teaching practice in literacy and numeracy. PD was also provided to staff in years 3-6 to familiarise them with the new English and Mathematics syllabus. Additionally, the leadership team ensured ghost walks and learning walks and talks were a regular occurrence throughout the year.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

At St John Vianney, our Catholic Identity forms the heart of who we are, fostering a Christian community among staff, parents, students, and parish. Rooted in our Vision, Mission, and Charism, we strive for a deep understanding of our faith. Through spirituality days, staff formation, and visible symbols honoring our patron saints, we embrace our Catholic heritage. Our commitment to growth and reflection ensures we remain steadfast in our mission to live like Christ.

In 2023, our focus was on encouraging all community members to embody the values of our school's Vision, Mission, and Charism. Students participated in spirituality days centered on the Josephite charism, integrating our patron saint's teachings with our school's mission and vision. These initiatives helped students demonstrate a deeper understanding of our ethos. Concurrently, staff engaged in various formation experiences, including a spirituality day reflecting on the teachings of St. Mary of the Cross MacKillop, guiding them in exemplifying a faith-driven life.

Our commitment to Catholicism is evident throughout the school, with visible reminders of our faith, such as the prayer space featuring St. Mary of the Cross MacKillop and St. John Vianney at our entrance. These saints, integral to our history, serve as sources of guidance for both staff and students. We honor our roots as a school founded by the Sisters of St. Joseph, with the Josephite tradition deeply embedded in our ethos. St. John Vianney, our

patron saint, exemplifies perseverance and dedication to Christian living, inspiring us to embody these values daily.

2023 allowed for opportunities for spiritual growth through liturgical events for staff, students and parents. Our staff engaged in professional development on the Pedagogy of Encounter to enrich our Religious Education teaching approach. Aligned with the Diocesan K-12 Religion Syllabus, our curriculum emphasises a comprehensive understanding of Catholic teachings, exploring Jesus and Scripture, History and Beliefs, Celebration and Prayer, and Justice and Morality. Collaborating closely with the Parish Leadership team and Father Kevin, we provide worshiping opportunities centered on Christ, nurturing students' knowledge of Catholic tradition.

At St. John Vianney, our dedication to Catholicism permeates every aspect of our community, fostering a culture of faith, growth, and collaboration as we journey together in harmony, living like Christ.

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

Our 2023 School Improvement Plan (SIP) focused on the teaching of Mathematics. A range of professional development was led for staff to develop consistency in teaching Mathematics. We continued using Essential Assessment as a tracking tool to identify students' areas of need and evidence of growth. All staff agreed on a shared practice in our Numeracy block ensuring that tasks are hands on, involve rich tasks, have explicit teaching and strands are linked. In addition, we linked Lyn Sharratts work of Clarity. As a staff we did this by creating learning intentions for each lesson, having success criteria, utilising anchor charts and bump it up walls in Mathematics. Throughout the year executive staff led teachers in developing their understanding of scope and sequences and implementing some new pedagogical practice into their lessons.

In K-2 all teachers began implementing the new K-2 English and Mathematics syllabus and were supported in PLTs. These provided staff an opportunity to discuss how they were implementing the new syllabus and conversations around how they were adjusting their programming. The teachers in years 3-6 were provided PD with the new English and Mathematics syllabus. There were opportunities for staff to collaborate and familiarise themselves with the research behind these and adjust their teaching pedagogy.

We have prioritised Professional Learning Teams and Case Management Meetings to allow time for professional and collegial dialogue. These regular Professional Learning Team Meetings for both Infants and Primary Teams have been a fundamental part of professional development and all teachers were encouraged to drive the agenda for PLT's, developing their capacity to understand, engage and comply with NESA standards. At PLT's teachers also met to analyse data and look at student work samples in order to develop student learning goals and improve pedagogical practice. At these meetings student data was addressed and it was pleasing to see children's growth.

In addition, the students have been supported by a Learning Support team consisting of our Learning Support teacher and teaching aides. In consultation with class teachers, the LST and aides assisted with literacy and numeracy support in the class five days per week. They worked with teachers in implementing intervention programs which are differentiated to cater for the needs of the students. Students are supported by an Aboriginal Education Teacher meeting the needs of Aboriginal and Torres Strait Islander children. The teacher is in classrooms working with identified students and ensuring an aboriginal perspective is included in a range of KLAs. The EALD teacher supports children who come from homes with another language.

We continue to build up our bank of digital technologies. We purchased new laptops for year 3 and 4 students to use collaboratively. These will assist students to use a range of digital platforms to present their work and communicate with staff and peers.

Student Performance in Tests and Examinations

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 teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- 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 percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St John Vianney Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	74%	54%
	Reading	74%	67%
	Writing	84%	76%
	Spelling	68%	61%
	Numeracy	89%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	68%	64%
	Reading	68%	74%
	Writing	76%	66%
	Spelling	60%	69%
	Numeracy	76%	68%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

Initiatives promoting respect and responsibility

At St John Vianney Catholic School, there is a strong emphasis on social justice and community service, guided by the principles of Catholic social teachings and the Josephite Charism.

Social Justice Commitment: The school believes in the importance of social justice and empowers students to act accordingly. This involves responding to identified needs both locally and globally, aligning with the teachings of the Gospel of Jesus.

Mini Vinnies Group: Approximately 25 students participate in the Mini Vinnies group, which engages in various activities to support local families and raise funds for organisations such as Caritas (Project Compassion), Catholic Mission, and St Vincent De Paul.

PBL and Making Jesus Real: The school follows the Positive Behavior for Learning framework and incorporates the Making Jesus Real program. This involves focusing on attitudes, values, and recognising the presence of Jesus in others.

Buddy Program: The Buddy Program assists new students, particularly those in Kindergarten, in transitioning to the school environment. Year 5 buddies play a role in this program, helping younger students develop social skills and friendships.

School Leadership: School leaders and councillors take an active role in leading assemblies and welcoming visitors, fostering a sense of community and inclusiveness within the school.

Environmental Awareness: Care Club promotes stewardship of creation by encouraging recycling and caring for the school environment, instilling values of environmental responsibility among students.

Overall, St John Vianney Catholic School strives to create a nurturing environment where students not only excel academically but also grow as compassionate individuals committed to social justice and community service.

School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Identity and Catholic Curriculum
- Learning and Wellbeing

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Key Improvements in 2023:

- A renewed focus on living as witness to the Vision, Mission and Charism of the School.
- Students' growth in the curriculum area of Mathematics.
- External and internal data used to track and monitor student growth.
- Professional development around Lyn Sharratt's 14 Parameters for school improvement has led to better collaboration between staff and the implementation of contemporary pedagogical practices to meet the current and future learning needs of students.
- Professional development for staff around the implementation of the new 3-6 Mathematics syllabus.
- Opportunities to focus on wellbeing strategies for both self and students.
- Targeted professional development in the areas of reading, dyslexia, Aboriginal History and Mathematics.

Priority Key Improvements for Next Year

Key Improvements for 2024:

- All staff will consolidate their pedagogical practice in Mathematics.
- Professional Development for staff in the area of phonics and the implementation of a whole school approach to the teaching of phonics and spelling.
- Refine process and practice during Professional Learning Teams to ensure a shared understanding and accountability across teaching staff.

- Consolidation of Lyn Sharratt's 14 parameters for school improvement with a particular focus on using the Collaborative Inquiry cycle to identify and respond to problems of practice.
- Ensure agreed practices, Learning Intentions, Success Criteria, descriptive feedback, peer and self-assessment and individual goal setting are embedded into teacher's practices in Literacy and Numeracy.
- Develop greater data literacy with the ongoing collection and analysis of data and plotting students on data walls and Learning Progressions.
- Build the capacity of the Positive Behaviours for Learning team to refine and strengthen student wellbeing practices, initiatives and programs.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Parent participation is strongly encouraged in both formal and informal situations. The many incidental contacts we have with parents indicate that many parents with children from all classes respect and appreciate the friendly openness of the staff; the fairness of handling issues and the availability of staff. Parents understand and appreciate that the staff at this school are supportive of all students. They are aware that the executive of the school do respond in a positive manner on issues that cause concern.

Data taken from the Tell it From Me survey in 2022 shows more than 100% of parents agree that there is a strong culture of faith and formation at SJV. Other strengths highlighted in the survey, above the Diocesan average, were a sense of welcome in the school as well as providing a safe learning environment. Teachers supporting children's learning and communication also scored high amongst the parents who completed the survey. Parents were satisfied with the leadership of the school and the majority of parents who completed the survey would recommend the school to others.

COMPASS, School Newsletter and Facebook are seen as a positive communication tools. Parent engagement in school events and committees continues to be an area for development and improvement.

Student satisfaction

Student attendance rates at school and events outside school hours indicate a high level of satisfaction with school. Students are generally happy to be at school. This is evident through discussions with senior students and at school counsellor meetings. Students are very happy to volunteer to represent the school at the various cultural, sporting and academic opportunities provided by staff.

The Tell it from me survey showed that most students feel supported in their learning and are challenged. The school is a safe, clean and comfortable environment and most would recommend our school to others. Students enjoy that there is a variety of activities for them to participate. Updated and greater accessibility to technology has been highlighted as a key improvement from students. This is an area that the school is budgeting for and will address over the course of next year.

Teacher satisfaction

The staff retention rate indicates that staff are happy with the school. All staff continually support the school community by attending the many school and parish events throughout the year. Staff have continually provided many opportunities for the children at SJV. Many of these opportunities are often outside the normal school hours or during staff lunch breaks.

Data taken from the 2023 Staff Engagement survey shows that most staff feel we are highly regarded in the community, we have effective leadership and Social Justice issues are a priority. Areas for development included more time to collaborate with colleagues and observe best practice in classrooms.

Staff surveyed believe we provide a quality learning environment for the children. 80% of staff believe the resources and buildings of the school are adequate. The majority of staff believe we have strong leadership and they feel supported. Staff attendance remains high and the completion of programs, assessments and the willingness of staff to attend Professional Development indicate staff satisfaction with their positions.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$2,300,473
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$650,527
Fees and Private Income ⁴	\$360,198
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$127,036
Total Income	\$3,438,234

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$64,911
Salaries and Related Expenses ⁷	\$2,634,078
Non-Salary Expenses ⁸	\$829,407
Total Expenditure	\$3,528,396

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2023 REPORT