

2023



St John Vianney Primary School

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

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,

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

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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

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 worshipping opportunities centered on Christ, nurturing students' knowledge of Catholic tradition.

At St. John Vianney, our dedication to Catholicism permeates every

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

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

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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

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 Jesus

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.
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- 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

The Tell it from me survey showed that

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.

