



# St John Vianney's School Mulgrave

## 2022 Annual Report to the School Community



Registered School Number: 1613

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## Minimum Standards Attestation

I, Andrew Mullaly, attest that St John Vianney's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

28/03/2023

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

## Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

St John Vianney's Catholic Primary School walks with families in faith and knowledge. We are a diverse and connected community who through powerful collaboration and inquiry inspire each individual to learn and flourish in a contemporary world.

## School Overview

St John Vianney's School is an integral part of the Parish of Springvale North or Mulgrave Parish. The school was established in 1960 as part of the community of Springvale North. The Parish continues to be run by the Oblate Fathers with Fr David Francis our current Parish Priest.

In the August 2022 census, the school had an enrolment of 415 students. The organisation of classes comprised of three Prep classes, five 1-2 classes, five 3-4 classes, four year 5-6 classes. Decisions related to the organisation of class structure are made annually based on school policy to best maximise learning for all students. The school population continues to be culturally diverse, with over forty nationalities being represented throughout the school. English as an additional language is common to many students at St John Vianney's. While learning English is a necessity and a high priority, the school strongly encourages families to ensure their children remain proficient in their first language and celebrate their multi-lingual abilities.

The school is serviced by 3 main buildings. The administration block refurbishment was completed in 2019 and houses the school reception area, staff areas & offices, library/ICT resource centre and meeting rooms. In 2020, following the refurbishment of a Visual Arts area a Visual Arts program was implemented. Two separate classroom blocks accommodate learning spaces for 17 classes. The Scanlon Centre was completed in 2010 as part of the Building the Education Revolution program. This building houses 7 classrooms, student and staff facilities, Literacy Intervention/Maths Intervention rooms and break out spaces for small group learning.

The Brigidine Learning Centre was completed in 2015 and contains 10 learning areas, two shared learning spaces, a canteen as well as staff and student facilities. The school enjoys spacious and shaded grounds which include an oval, adventure playgrounds, a sandpit, an amphitheatre and asphalt netball/basketball courts.

St John Vianney's strives to work with families and the parish community to provide students with learning experiences which allow them to flourish in a contemporary world. Religious Education and the Gospel values are central to the life of the school and are strongly reflected in programs, policies and curriculum.

The school curriculum is based on the Victorian Curriculum and the MACS Horizons of Hope Learning and Teaching documents. Religious Education is central to the curriculum and is integrated with inquiry learning using the Pedagogy of Encounter process.

## Principal's Report

Our students are the heart of our school. In 2022, it was wonderful to be able to have our students and staff back on site after remote learning had been the dominant form of curriculum delivery in the previous two years. Schools are naturally at their best when filled with students and when there is an obvious hum of excitement and engagement within the classrooms and playgrounds. Students learn best face to face and clearly enjoyed and benefited from the interactions with their peers and teachers. To be able to welcome our community members back into the school and witness a variety of learning programs, excursions, incursions, sports events and camps was indeed heartening for all. Our Inaugural Art show was a wonderful gathering for our community as was the return of our Parish-School Fete.

We are truly blessed to have such wonderfully caring and enthusiastic students. Their connection to one another and their pride in our school was evident across the year. I commend their efforts to bring their best to their learning. Our students immersed themselves in purposeful learning activities always giving their best,

From time to time across the year, COVID illnesses to staff meant disruptions to classrooms. I was amazed however at the expertise of our leaders to ensure that the consistency of learning for students was well maintained. The flexibility of staff and their willingness to assist to ensure the best outcomes for our students was very evident. I am particularly proud to lead a team of dedicated, talented and generous staff. Their commitment to their profession, to improving student outcomes and to the genuine care of each child is truly inspiring. Returning to onsite learning after two years of remote learning ensured that staff were acutely aware of the well-being needs of students.

I thank our parent group who once again partnered so well with our staff and school in the best interests of all children. Their flexibility, positive communication and ongoing support demonstrates the wonderful community of which I am proud to be a part.

I continue to be enormously proud of our school and feel privileged to be part of such a vibrant and supportive community. As a Catholic community we strive to live the Gospel values and encourage each other to realise our Vision; in part, to 'inspire each individual to learn and flourish in a contemporary world.'

May we continue to strive for excellence in everything we do at St John Vianney's.

## Catholic Identity and Mission

### Goals & Intended Outcomes

GOAL: To strengthen our school as a contemporary Catholic community.

INTENDED OUTCOMES:

That students continue to develop their understanding of the Catholic Story and make connections to their own lives

To build teacher capacity to design and implement a contemporary RE curriculum

That Social Justice has a clear and strategic plan which connects with the SJV and wider community.

### Achievements

- Our 2022 MACSSIS results indicate that our Catholic Identity is very important and valued. Our survey results from students, staff and parents across almost all items in the Catholic Identity Domain are higher than the MACS average. In some items St John Vianney's is significantly higher than the MACS average. Our staff survey results are well above the MACS average in all areas.
- Our students, families and staff all believe that we emphasise our Catholic traditions and mission at our school.
- Prayer, Mass, Sacraments and Social Justice are once again all seen to be highly valued by all school stakeholders, and it is evident from these results that our community appreciated being able to gather and celebrate in appropriate ways.
- Students believe the manner in which teachers present Catholic beliefs and practices makes sense to them. This is particularly important as we look to ensure our Catholic Identity is understood, promoted and celebrated.
- We are a multi faith community and our data suggests it is very evident that the school respects other religions.
- In 2022, our Professional Learning program for staff in Religious Education, focused on both extending our understanding of Pedagogy of Encounter and understanding the Achievement Standards. We created a Religious Education Collective joining Our Lady of the Pines, Donvale in learning more about assessment and moderation in Religious Education.
- Our Faith in Action was readily evident in our implementation of our Social Justice programs and fundraising. We raised over \$3000 for a flood effected school in NSW

### VALUE ADDED

- It was exciting and pleasing that in 2022 we were finally able to come together to gather in small and larger groups to celebrate our Sacraments and Celebrations.



- Our Class Masses which have been a beautiful and important tradition at our school, once again came alive after a hiatus with lockdown restrictions. Each class was able to prepare and lead a Mass for the whole school, attended by parents and parishioners. The Morning Tea which followed each Mass was an important part of our mission to welcome and celebrate.
- In 2022 Fr Eric and Fr David made the decision that the Sacramental Program would be organised and implemented by the Parish. The Sacraments were taught within the school Religious Education program but alongside Parish and Family preparation.
- Catholic Students in Year 3 made their First Reconciliation in March. First Eucharist was celebrated in August for Year 4 and Confirmation for Year 6 students was celebrated led by Bishop Ireland in November. Students also attended Parish Masses for Ash Wednesday and the Feast of the Assumption.
- Our school celebrated a number of Liturgies and celebrations across the year. Our Opening School Liturgy set the scene for our year ahead. The school gathered for Liturgies for Harmony Day, to acknowledge ANZAC Day and later in the year, Remembrance Day.
- Our Liturgy to celebrate our Grandparents was very well attended and a beautiful way of honouring those important to us.
- At the end of the year the school celebrated and thanked our Year 6 students with a beautiful and reflective Liturgy and dinner celebration. We concluded the year with a whole school End of Year Mass to give thanks for all that had been in 2022.
- As well as celebrating Liturgy across the year, prayer is an integral part of the school life. Each class begins their school day with prayer. We pray our school prayer at our weekly school assembly. As our MACSSIS results indicate, prayer is an important part of staff faith development. Teachers are rostered on to lead prayer at our staff meetings. Prayer begins our Leadership and School Council meetings.
- Our School Weekly Newsletter features both the school Religious Education News and a Faith reflection.
- Our Social Justice initiatives are an important way of putting our Faith in Action. Our whole school focus to support a school affected by floods in NSW demonstrated our care for those in need. Over \$3000 was raised.
- Together with our Mini Vinnies group, other social justice initiatives and fund-raising efforts supported Caritas, SVDP and Red Cross. Our annual SVDP Winter appeal saw many food donations go to those in need in our local area.
- Our students visited the church as part of their Religious Education lessons and early in the year Fr Eric visited the students in their classrooms to enhance their understandings.
- Professional Learning for staff in RE continued to be a high priority in 2022. Staff continued to participate in professional learning meetings held once a term to enhance planning Inquiry/POE. Facilitated Planning was provided to support Level planning.

- In 2022 the staff gathered for our RE Faith Formation Day. The focus was Assessment and Moderation for Religious Education. It was a most successful day.
- Our REL attended all RE Network days.
- Several staff are currently enrolled in an RE Accreditation Course.

## Learning and Teaching

### Goals & Intended Outcomes

GOALS: That St John Vianney's embeds whole school collaborative practices.

That St John Vianney's develops a culture of feedback facilitated through the formation of learning communities.

INTENDED OUTCOMES:

That agreed consistent and rigorous approaches to curriculum planning and delivery are evident in and across level teams.

That the high Impact teaching strategies are begun to be implemented by teachers across all curriculum areas.

### Achievements

- Our MACSSIS survey results in 2022 were very positive. Within the Learning and Teaching domains of the student survey our scores are overall higher than the MACS average.
- In 2022, with our students back at school onsite, the school was once again able to provide a range of engaging and purposeful learning activities in all areas of the Curriculum.
- There were many highlights for our students; camps, incursions, excursions, whole school events including Harmony Day, Book Week and Indonesian Day all of which contributed in a variety of ways to improving student outcomes.
- Perhaps one of the greatest achievements in 2022 was the Inaugural Visual Arts Show held in October. This event showcased the amazing art work of our students completed across 2021 and 2022. The two-day event was well attended by members of our community and demonstrated the artistic skills and talent of our students.
- Both Literacy and Maths are key foundational subjects and our work in these two key areas is pivotal for improved learning outcomes for our students.
- Within Literacy, our focus on the Science of Reading continued. In F-2 classrooms, teachers and literacy interventionists continued to teach reading and spelling using a synthetic phonics approach. We continued to build our bank of decodable resources for the F- 2 teachers and students, as well as our 'at risk' students in Year 3-6.
- Using and analysing Data in our Literacy programs is paramount and in 2022, teachers were trained to administer the following tests: DIBELS 8, LeST, Heggarty's screener, and CUBED Narrative. These assessments help identify student need and assist teachers to teach to the point of need.
- In terms of Professional Learning, all teachers in P-2, along with members of the Leadership team participated in 'The Science Of Language And Reading' professional development with Pamela Snow at Latrobe University to upskill them in the Science of Reading approach to the teaching of language and learning.

- In Maths early years teachers and Maths intervention teachers continued to teach number skills using the LFIN framework.
- We continued to use and analyse data within Maths to support our planning and teach to the point of need. LFIN SPA, Essential Assessment, PAT Data continue to be gathered and analysed.
- Teachers were supported to plan quality Maths Units on termly planning days and during Curriculum Team meetings. Throughout the year teachers had access to exemplary resources to complement their planning.
- Our Family Maths Night conducted in Term 4 was an engaging way to engage parents in learning.
- Teaching to the point of need is vitally important to progressing out student outcomes. The school continued to provide teacher and staff resources to support students at risk or requiring extension. Alongside exemplary classroom teaching, Literacy and Numeracy Intervention groups were established to support students at risk. The 'Modelled Reading' program returned in 2022. The 'Tutor Program' continued to support students at risk. Students in Year 5-6 who required extension in Maths were catered for via their participation in Maths Olympiad.
- Our supports for our students requiring extra assistance saw a number of Allied Health Professionals continue to work in partnership with the school.
- Our weekly Specialist Program (Library/ Digital Technologies, Physical Education, Indonesian, performing Arts and Visual Arts) provided a well rounded curriculum. Despite COVID illnesses to staff members across the year, we were able to provide specialist classes to students each week.
- Students were involved in a range of sporting events. These included an F-6 swimming program, Yr 3-6 Cross Country event, Yr 5-6 Gala Sports days and our Annual Athletics House Sports Carnival.
- Students participated in Digital Technology lessons throughout the year, where they focused on a range of areas including coding, robotics, input devices and app prototypes. Cybersafety lessons were implemented throughout the school that addressed topics that were relevant to each year level.
- A Digital Technology curriculum team was introduced in 2022 where they planned lessons, reviewed data and assisted in maintaining our eSmart status.
- Staff continued their professional learning around cybersafety by participating in an eSafety webinar and a staff meeting presented by Inform and Empower.
- In 2022, NAPLAN testing was completed online by our Year 3 & 5 students. Formal and informal assessments were conducted to assist our students.
- Family/teacher meetings were conducted both online and face to face and provided an opportunity for students to share their learning and to give and receive feedback.
- Key Staff continued to participate in the Southern Region Office School Wide Improvement Framework (SWIF). The school leaders led staff in a series of Learning Sprints aimed at improving our teaching approach and student outcomes in Numeracy and Literacy. We furthered our understanding of High Impact Teaching Strategies particularly in the area of feedback.

- As a staff we continued our Professional Learning around implementing Learning Intentions and Success Criteria.

## STUDENT LEARNING OUTCOMES

The Year 3 & Year 5 2022 NAPLAN results indicate student achievement above the national mean in reading, writing, numeracy, punctuation & grammar. The Year 3 students also achieved above the state mean in numeracy and significantly above the state mean in spelling and writing. The Year 5 students achieved above the state mean in reading, writing, numeracy, spelling and punctuation. The NAPLAN data from 2021 to 2022 indicated improved student achievement in Year 3 reading and Year 3 writing.

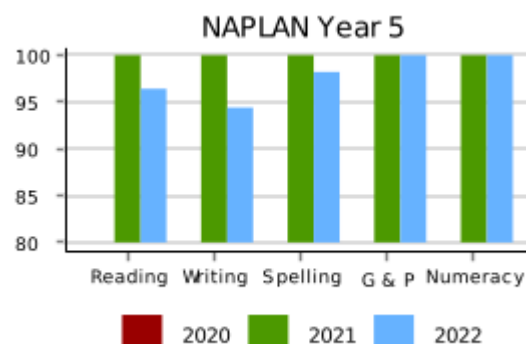
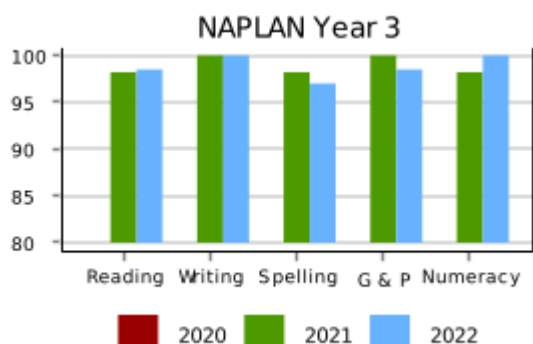
The school continues to ensure structures and procedures are in place to review the progress of our students in Literacy and Numeracy. In addition to best teaching practices and differentiated teaching, students identified as requiring extra assistance are given appropriate supports.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	98.5	-1.5
YR 03 Numeracy	-	98.2	-	100.0	1.8
YR 03 Reading	-	98.2	-	98.5	0.3
YR 03 Spelling	-	98.2	-	97.0	-1.2
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	96.4	-3.6
YR 05 Spelling	-	100.0	-	98.2	-1.8
YR 05 Writing	-	100.0	-	94.4	-5.6

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

GOAL: That whole school practices enhance student voice, agency, and leadership to empower students as learners with self-efficacy

INTENDED OUTCOMES: That the wellbeing of all students at St John Vianney's School will be enhanced. That opportunities for student voice will be increased.

### Achievements

- At St John Vianney's we understand that student wellbeing has a significant impact on learning outcomes. In 2022 with students returning onsite after two disrupted years, monitoring student wellbeing was a priority.
- Our MACSSIS results indicate that our students feel safe at school. In all item areas in the 'Safety Domain' our students scored higher than the MACS average. We scored higher than the MACS average in terms of students treating each other with respect, and their perceptions around bullying both physically and online. In some items our school was significantly higher than the MACS average.(over 15%).
- The students indicated that they adults at this school give them opportunity to talk about their concerns and worries (64% compared to MACS average of 51%)
- Our staff believe that our students are safe. In all 10 items in the 'Student Safety Domain' our staff scored higher than the MACS average. In some items our school were 40% higher than the MACS average. Likewise, our parents also see the students to be safe at SJV, scoring higher than the MACS average in all items.
- In October 2022 our grade 3-6 completed the ACER Pat Social-Emotional Wellbeing Survey: Primary. It is broken into two sections- Internal Strengths and Feelings and Behaviours. In the domain Internal strengths 83.7% of our students feel they are in control of their own emotions, can make friends easily and are able to focus and contribute in class.In the domain of Feelings and Behaviours 79.2% of our students feel positive. They feel they have positive relationships with other students ,teachers and their families.

#### VALUE ADDED

- Across the first two weeks of the school year each class ensured a range of well-being activities to assist building positive relationships.

- Student Wellbeing Meetings, attended by the Principal, Deputy, Wellbeing Leader and Learning Diversity Leader were usually held weekly throughout the year. Support for individual students was discussed with the classroom teacher and then implemented. An updated referral system was launched early in 2022.
- Staff and students see Wellbeing as the core of learning and as a vital aspect of school life. 'The Rights, Resilience and Respectful Relationships' curriculum is continuing to be basis of our explicitly taught wellbeing lessons. The sessions have a strong curriculum focus in the Personal and Social Capabilites domain.
- All classes participated in Circle Time which was based on classroom needs and interests of the students.
- Staff and parents have been involved in supporting our students in various Wellbeing and Program Support Group (PSG) meetings.
- Student Voice was further developed through the SRC. The SRC helped with 'Walk to School Day', implemented the SRC suggestion boxes (which were deployed in the school) and organised a competition around the themes of our behaviour code.
- In 2022, the buddy program was relaunched with the Year 6 and prep students having dedicated buddies for the year through the 'Better Buddy Program.' The Year Fives trained to be a buddy in readiness for 2023 and met their new buddies during the last orientation day.
- Our Wellbeing Leader and Learning Diversity Leader attended P.D. with behavioral expert Dan Petro. From time to time we also engaged the services of other behavioural experts.
- In 2022, we were able to participate in some important well-being curricula and extra curricula activities alongside a number of established Student Wellbeing practices.
- Various Wellbeing programs and Clubs were run to support students. For example 'Peaceful Kids' was run by the Wellbeing Leader, Social skills groups were run by the Wellbeing Leader and Learning Support Officers. Drawing Club, Manga Club, Unicorn Club and Chess Club were run by various staff.
- The School participated in our Harmony Day activities on the same day as our focus on Bullying NO WAY. This day both celebrated our Cultural Diversity and raised awareness around anti Bullying and strategies and processes to deal with bullying situations. The students were aware of ways to seek assistance should they require. These processes are also displayed around the school.
- A focus on Healthy and Active initiatives saw the continuation of Kelly Sports as an extra curricula activity for interested Prep -4 students.
- The Wellbeing Leader planned with levels and supported through CLC meetings
- Our school psychologist /counsellor continued to work with students at SJV working on-site
- 'Restorative Practices' & 'Positive Behaviour' continued to be a whole school approach to behaviour management. Restorative language continues to be embedded in conflict situations with the aim of enabling students to own their



behaviour and its effect on others. The student behaviour code of conduct supports Restorative Practices.

- Senior students had the opportunity to apply for a variety of leadership positions and be mentored in their role by selected staff members. Staff and parents have been involved in supporting students in well-being and program support meetings. Learning and Diversity team meetings were held regularly to monitor 'at risk' students.
- The school newsletter and online school assemblies continued to recognise the efforts and achievements of students.

## STUDENT SATISFACTION

The following highlights some student satisfaction results from the 2022 MACSSIS Student Survey data.

- In every domain (ten in total) our student scores are higher than that of the MACS average.
- Students indicated that they were excited about going to classes 77% compared to the MACS average of 55%.
- The students see the peers/ adults in their classes to be respectful with a score of 90% compared to the MACS average of 82%.
- There is a strong sense of belonging at this school 83% compared to the MACS average of 69%.
- They enjoy being together with students in their class 82% compared to the MACS average of 74%
- The relationship with teachers and adults in the school is seen by students to be very positive believing the staff to be care about them and be interested in their future 82% to MACS average of 73%
- The students feel safe and feel that they have the opportunity to talk about 'things that might worry them' 71% compared to the MACS average 50%.
- In the Learning Disposition Domain the student survey scores in all items were higher than the MACS average.

## STUDENT ATTENDANCE

- Parents are responsible for contacting the school when their child is unable to attend the school on any given day. This can be done by calling the office from 8:30am on (03) 8543 4444, leaving a message on the school absence line.
- In the event that contact is not made with the school on the morning of the absence and the absence is reflected in the daily attendance records, the school makes

immediate contact with the parents to inform them of this occurrence. Contact is made with parents through the use of Synergetic and a request made for an immediate response to explain the absence. A text message is sent to parents if possible, in the morning. Where a parent fails to respond to the initial contact by the school within 1 hour, a second attempt to contact them is made via direct contact. In the event that this communication remains unsuccessful, a subsequent attempt to contact individuals identified as the student's emergency contact is made. The school makes all reasonable attempts to determine the location and wellbeing of the student. Where an explanation is received, the accurate cause of the absence is recorded.

- In relation to absences due to COVID the school followed the CECV protocols. For any absence parents were asked to follow the absence procedure by calling the school if their child was unable to take part in learning on any given day. Students who did not participate because of COVID restrictions/concerns were able to access Learning activities online

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	89.2%
Y02	90.5%
Y03	90.0%
Y04	91.3%
Y05	90.4%
Y06	91.3%
Overall average attendance	90.5%

## Child Safe Standards

### Goals & Intended Outcomes

At St John Vianney's the care, safety and wellbeing of children and young people is regarded as a central and fundamental responsibility of the school. The school vision makes a commitment to walk with families in faith and encourage each member of the community to flourish in the contemporary world. Our actions therefore reflect the love, justice and sanctity of each human being that are central to the teachings of Jesus Christ in the Gospels. The following goals underpin our commitment to child safety at St John Vianney's School.

We aim for:

- All students to be aware of their fundamental right, to be safe and protected from all forms of abuse and neglect.
- Our school to work in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All students to have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, to have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse
- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students to be based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrating compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
  - All persons involved in situations where harm is suspected or disclosed, are treated with sensitivity, dignity and respect.
- Staff, clergy, volunteers, contractors, parents and students are free to raise concerns about child safety, knowing school leadership will take these seriously.
- Appropriate confidentiality is maintained, with information being provided to those who have a right or a need to be informed, legally or pastorally

### Achievements

- In 2022 we continued to ensure that Child Safety was at the forefront of all we do at St John Vianney's.
- A Child Safe team operates within the Leadership Team.
- The school ensured that in relation to the employment of staff / contractors that all child safety practices, measures or documentation were implemented.
- All staff completed the Mandatory Reporting Modules. Staff continued to be equipped to identify and manage reportable incidents.

- All staff are aware of the PROTECT protocols and understand the duty of care obligations outlined in the document.
- Agencies such as Child First and DFFH are contacted when appropriate as well as follow-up contact to MACS Wellbeing team
- We are an accredited eSmart school. We are sustaining our practices and policies. Cyber safety is continually being addressed through lessons and our eSmart team promotes responsible and respectful use of Digital Technologies.
- Staff continued their professional learning around cybersafety by participating in an eSafety webinar and a staff meeting presented by Inform and Empower. Staff also completed their course in Digital rights and responsibilities of students and educators.
- In 2022, a parent information night was held with a focus on online safety. The session 'Raising Kids in a Digital World' was relevant and covered key challenges that students/ children face online and how we can best address these. Teachers were given practical tips on how we can address and integrate cybersafety within the classroom and parents were informed about how the digital world has an impact on children's social emotional wellbeing and practical ways parents can support their children.
- The Senior students participated in an incursion facilitated by Think U Know and members of the Victorian Police Force . Students were given a balanced perspective of technology, providing information on both its benefits and its challenges. The session helped educate and increase students' awareness and how they can get help.
- A School Representative Council operates within our school. Student voice is an important aspect of our school. A child safety policy written by students has been established

## Leadership

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

GOAL: That St John Vianney's develops a culture of feedback facilitated through the formation of learning communities.

#### INTENDED OUTCOMES:

- That Professional Learning is targeted
- That agreed, consistent and rigorous approaches to curriculum planning and delivery are evident in and across level teams.

### Achievements

- In 2022 with students coming back to school onsite after two disrupted years, leadership allocated and organised staff resources to best support teaching and learning and student wellbeing. Intervention teachers, tutor teachers and a greater number of Learning Support officers were employed.
- The school continued our Professional Learning focusing on High Impact strategies and the process of effective feedback.
- Professional learning was targeted to support teacher growth particularly in the area of Learning Intentions and Success Criteria. Where possible the school participated in the PL School Wide Improvement Framework (SWIF)
- Staff participated in Learning Sprints led by Curriculum Leaders.
- School structures and timetables were organised to ensure collaborative facilitated planning.
- Important MACS Policies were updated and placed on our school website as required.
- In April, the school underwent the Annual Financial Audit authorised by MACS and conducted by Deloitte. It was very successful and once again reiterated the excellent financial management practices at St John Vianney's.
- Our school council continued to liaise with the Monash Council to improve the traffic management at the back and front of our school.
- Staff continued to develop their own professional learning goals and monitor their progress throughout the year through online courses and participated in the Annual Review Meeting process.
- A more streamlined approach to NCCD data collection and storage was introduced. The structure around Program Support Group Meetings (PSG) were reviewed so that parents were given opportunity to review Personalised Learning Plans (PLP) prior to a PSG meeting.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

In 2022 professional learning focussed on the implementation of best practice within all areas of the curriculum

Professional Learning Activities completed by staff in 2022 were held internally and externally and included

- E-safety: Digital rights and responsibilities of students and educators. Raising Kids and Digital World
- Cybersafety
- Level 2 First Aid including Asthma First Aid for Victorian Schools CPR & Anaphylaxis Training
- Mandatory Reporting Module
- Child Safe Standards
- DET - Information Sharing & Family Violence Reforms Leaders eLearning Course
- Dynamiq: Online Warden Training
- OHS in schools
- Disability Standards for Education (Primary)
- Intervention Framework Modules
- ABLES curriculum
- User Level B Training
- School Wide Improvement Framework (SWIF) - Sprints, Feedback, Learning Intentions & Success Criteria
- Building Positive Cultures
- Pedagogy of Encounter (POE)
- Assessment and Moderation for Religious Education
- High Impact Teaching Strategies (HITS)
- National Consistent Collection of Data (NCCD)
- Sustainability in Schools
- Science of Reading
- Writing Revolution
- Networks: Principal, Wellbeing Religious Education, Digitech, Learning & Diversity

Number of teachers who participated in PL in 2022	52
Average expenditure per teacher for PL	\$504

### TEACHER SATISFACTION

The teacher and staff satisfaction results from the 2022 MACSSIS survey speak highly of a positive learning culture and connected community. Some of these results are highlighted as follows:

- St John Vianney's is higher in scores in almost all items across all 14 domains of the MACSSIS survey. This indicates a strong positive culture.
- The MACSSIS 2022 results indicate that staff enjoy working at St John Vianney's. The relationships between colleagues are perceived to be highly collegial. (91% compared to the MACS average of 78%).
- The staff believe that there is a great degree of respect at the school between students and staff (100% compared to the MACS average of 95%)
- The staff see students at SJV to be very respectful of them (97% to MACS average of 71%).
- The relationship between staff and leadership is very healthy. In all 10 items in this domain our school scored higher than the MACS average.
- Staff feel there is a great deal of trust between staff and leadership (76% compared to the MACS average of 68%).
- School leaders are seen to be supportive of the challenges that staff face at work (94% compared to the MACS average of 79%) and challenges in a personal sense (97% to a MACS average of 84%)
- The staff indicate that they feel comfortable in approaching members of the leadership team for support (91% to MACS average 82%)
- All item scores in the 'Feedback' domain have improved from 2021 and are higher than the MACS average. This is pleasing given our work in this area.
- In terms of Professional Learning activities improving teacher practice 76% of staff thought this was the case compared to the MACS average of 60%
- In the efforts to ensure that Instructional leadership is a priority, it is clear that the school leaders are communicating a vision for learning and teaching (85% to MACS average of 69%).
- Staff are confident that teachers are motivating their students (97% to MACS average of 79%).
- As a staff we need to continue to work in the area of assessment and use of data.

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	90.2%

<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	82.7%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	25.9%
Graduate	14.8%
Graduate Certificate	11.1%
Bachelor Degree	77.8%
Advanced Diploma	25.9%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	38.0
Teaching Staff (FTE)	29.5
Non-Teaching Staff (Headcount)	22.0
Non-Teaching Staff (FTE)	16.8
Indigenous Teaching Staff (Headcount)	0.0



## Community Engagement

### Goals & Intended Outcomes

GOAL: To enhance the partnerships between the school and the community.

INTENDED OUTCOMES: That parents will have a greater understanding of the learning process and will be more engaged in their children's learning That opportunity for parent and wider community involvement in the life of the school will be optimised.

### Achievements

- St John Vianney's continues to promote and strengthen the involvement of all families and community groups in the life of the school.
- Parent Engagement through education is vitally important. A number of opportunities were provided. A parent information night was held with a focus on online safety. The session 'Raising Kids in a Digital World' was run by Inform & Empower. They presented to staff and parents information that was relevant and covered key challenges that students/ children face online and how we can best address these. Teachers were given practical tips on how we can address and integrate cybersafety within the classroom and parents were informed about how the digital world has an impact on children's social emotional wellbeing and practical ways parents can support their children.
- The incursion was facilitated by Think U Know and members of the Victorian Police Force came and spoke with our senior students. Students were given a balanced perspective of technology, providing information on both its benefits and its challenges. The session helped educate and increase students' awareness and how they can get help.
- The community was engaged in our Family Maths Night in early Term 4. Two sessions were held for students to come and play maths games with their families and have the opportunity to win prizes. Both sessions were well attended. Verbal and written feedback from families was very positive and affirming.
- Parents in the junior school were invited to Literacy sessions to assist them to support their child in Reading and Writing.
- Meet and Greet Meetings were held in February. These served to better understand our students needs and learning dispositions. Some were held online and some face to face. Parent Teacher Conferences were held face to face in June and were well attended These meetings strengthen the partnership between school and home.
- The School Advisory Council met each term to discuss the operations of the school. All meetings were held via Google meets. The board consists of parent representatives and in 2022 the board had five parent representatives. A range of issues were discussed with Traffic Management being quite prominent. The Child Safe Standards were also addressed.
- There were a variety of opportunities where families were able to come together as a community in 2022. The 'Welcome to School' morning tea for our Prep parents and 'Pizza with the Principal' for Prep families in Term 1 were very successful. Our Parish/ School 'Mini Fête held in October was bigger than first anticipated and was a successful

social and fundraising event. The Grandparents Day was a beautiful way of honouring these special people in the student lives.

- The Parents and Friends committee ran a variety of events which were wonderfully successful. These included our Bunnings BBQ, our Mothers and Fathers Day Stall and our Prep - 6 disco.
- Families and staff supported their children at the celebration of the Sacraments and class Masses.
- Our Year six graduation ceremony was a major success with families celebrating the event

## PARENT SATISFACTION

The 2022 MACSSIS Family survey results are highly affirming of our school culture, staff, school practice and procedures.

Some of the parent satisfaction results are as follows:

- Families indicate that they understand the school goals (80% to MACS average of 68%)
- Parents indicate that based on their experience with the school that they are highly likely to recommend the school to prospective families (100% compared to the MACS average of 82%)
- Families feel engaged in their child's learning (89% compared to the MACS average of 66%). Furthermore that teachers meet their child's needs (100% compared to the MACS average of 79%)
- Parents felt that the school leaders were approachable (100% compared to MACS average of 83%). The staff are also very approachable (100% compared to MACS average of 89%)
- In the School Climate Domain our family results were significantly higher than the MACS average with 7 of 10 items having a 100% favourable score.
- The survey indicated that the parents believe strongly that their child's teacher is meeting the child's learning needs and that the school is doing a good job preparing their child for the next school year. (85% compared to the MACS average of 72%)
- Families feel the school is a safe and that they have a good understanding of the school's approach to the care and safety of students with a score of 79% compared to MACS average of 66%
- The parents indicate that the communication between the school and teachers is clear and positive. They feel the school does value their opinions (94% to MACS average of 72%).
- They believe that the feedback that receive from the school helps them understand how their child is doing in their learning 100% compared to MACS average of 73%.

- The parent survey suggests that there is strong feedback from the school enabling the parents to understand how their child is doing in all areas of school life (95% compared to MACS average of 64%)
- Families are comfortable reaching out to the school for support 100% compared to MACS average of 81%

## Future Directions

At St John Vianney's we are mindful of the ongoing challenges of COVID -19. To this end we will continue to provide the necessary organisational structures and practices that will best support student learning and wellbeing.

Our priorities are as follows:

- To strengthen our school as a contemporary Catholic community.
- That St John Vainney's embeds whole school collaborative practices
- That St John Vianney's delivers a culture of feedback facilitated through the formation of learning communities
- That whole school practices enhance student voice, agency and leadership to empower students as learners with self-efficacy