



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St John Vianney's School

23 Police Road, MULGRAVE 3170

Principal: Andrew Mullaly

Web: www.sjmulgrave.catholic.edu.au

Registration: 1613, E Number: E1225

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 10 May 2024

About this report

St John Vianney's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report 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. 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 also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

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 and 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 2023 census, the school had an enrolment of 423 students. The organisation of classes comprised of three Foundation classes, five 1-2 classes, five 3-4 classes and 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 facilities and staff facilities. In 2023, work began to create an extra classroom in the Scanlon Building in preparation for the growing enrolments. The Scanlon Building also houses the Literacy Intervention rooms, 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. New furniture was also ordered for our 5/6 area, for both the classrooms and the communal learning areas. 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. The school continues to implement learning and

teaching approaches informed by the Science of Reading research to teach literacy and is beginning to develop and embed this through the school.

Principal's Report

Our students are the heart of our school. Schools are naturally at their best when there has been an obvious hum of excitement and engagement within the classrooms and playgrounds as has been the case in 2023.

Establishing positive learning environments and fostering strong relationships within the school community are crucial aspects of promoting student success and wellbeing. In 2023, our students continued to be immersed in a range of purposeful learning activities. These included a variety of excursions, incursions, sports events, a performing arts production, camps and social justice initiatives all aimed at progressing our students skills and understandings.

The school ensured effective structures and resources to provide relevant and engaging instruction, essential for keeping students motivated and invested in their learning. Explicit teaching and personalised support was given to promote deeper understanding.

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. Student Voice and Leadership evident within the school in 2023, helped create initiatives and build a positive school culture.

A positive environment truly exists within the school. The school through its ethos and programs sets out to embrace diversity and to create a strong sense of welcome where all students feel accepted and valued.

As in past years, the staff continue to know their students well. The students benefited from the social and supportive interactions with their peers and teachers. Nurturing relationships promote a strong sense of belonging and inclusivity and this has assisted in ensuring students thrived across the year.

I am proud to lead a team of dedicated, talented and generous staff, who are so willing to assist to ensure the best outcomes for our students. Their commitment to their profession, to improving student outcomes and to the genuine care of each child is truly inspiring.

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

To strengthen our school as a contemporary Catholic community.

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.

Achievements

Throughout 2023, St. John Vianney's continued to strengthen its Catholic identity while ensuring that the teaching of Religious Education remained contemporary.

In 2023 our theme within the school was 'Light the Way.' We regularly sang this song by Andrew Chinn at our Assemblies, in Masses and Liturgies and as part of prayer. A banner with the words of the chorus was made and displayed in our reception foyer. We unpacked within classes what it meant to be light for others.

The prayer life within the school continued to be strong. We introduced the Way of the Cross, led by our Mini-Vinnies and SRC, as a way for us to reflect on the Passion of Jesus Christ collectively. This initiative not only provided students with engaging liturgical experiences but also fostered a clearer understanding of the Passion. Our school hosted an ANZAC liturgy for the community, establishing a new tradition of families bringing flowers to place by the flagpole. In Term 4, Drew Lane from Butterfly Music led our school concert, providing students and families with a lively way to engage with our Catholic identity during the season of Advent.

Continuing the tradition from previous years, we held 16 Class Masses led by the students. We are pleased to report solid attendance from families at these Masses, with students expressing the importance of these events in their school year. Through each Mass, students had regular opportunities to become familiar with the liturgy in a way that resonates with them, while also helping our school maintain focus on key dates and seasons within the Liturgical Calendar.

In Term 2, our staff participated in a school closure aimed at enhancing prayer in the classrooms through Religious Education. Annette Vine (Learning Consultant – Religious Education) and Jonathan Rooney (Religious Education Leader) led a full-day professional development session for staff, exploring ways to make explicit links between Religious

Education and everyday life. This included using art to delve into the Catholic Tradition, employing Biblical scripts to encourage critical exploration of Scripture, and leveraging Morning Prayer as an educational tool. Furthermore, our school continued its participation in the Community of Practice Collective with Our Lady of the Pines PS, Donvale, providing both schools with rich opportunities to share ideas, resources, and experiences.

A significant focus throughout the year was providing explicit opportunities for students to put their faith into practice. Several Social Justice initiatives took place, with a highlight being the 5/6 students creating hampers for the residents of John Hannah House. They collected treats and items, which they then placed in decorated boxes. The residents expressed great appreciation for these gestures. We raised money for causes including project compassion, SVDP society, and Connors Run (Cancer Research)

Overall, it has been a highly successful year, with our Catholic identity continuing to be enhanced through our collective commitment to "walking together in faith and knowledge," as stated in our vision statement.

Value Added

The MACSIS 2023 survey provides some signs that our school is making good growth in the Education in Faith Domain. Our school achieved the highest scores in the staff survey regarding the centrality of staff participation in prayer (94% compared to the MACS average of 81%) and clarity in understanding of the Catholic Tradition and its role in underpinning our school (85% compared to the MACS average of 79%).

Also encouraging is that the student body saw celebrations such as the masses, prayer and social justice as an important part of the school life at SJV (79% compared to the MACS average of 73%)

Greater visibility of the link between faith and action through a number of Social Justice initiatives (led by student leaders) including; St Vinnies Christmas, whole school Crazy Hair Day to raise money for the Royal Children's Hospital, and Fair for Fairness raising money for Bahatuluayan students in the Philippines.

Enhanced relationship between school and wider Parish Community through engagement through; regular liaison between REL and Parish in organising Masses/ liturgies, fortnightly intergenerational sessions between John Hannah House residents and students and school supporting the Parish Sacramental Program through teaching in the classrooms.

Professional Development and the Prayer Collective Learning Cluster has supported our school in developing Religious Education better aligned with the Pedagogy of Encounter and MACS reporting obligations.

Learning and Teaching

Goals & Intended Outcomes

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.

That teachers will use agreed, consistent and rigorous approaches to curriculum planning and delivery.

That teachers enhance their professional practice through peer feedback.

Achievements

At St. John Vianney's there were many highlights for our students this year; camps, incursions, excursions, whole school events including Harmony Day, Book Week, School Concert and Indonesian Day which contributed in a variety of ways to improving student outcomes. Perhaps one of the greatest achievements in 2023 was the Inaugural Performing Arts Concert held in October.

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. Our Literacy program continues to employ proven research-informed strategies with a focus on the Science of Reading. In F-2 classrooms, teachers and literacy interventionists continued to teach reading and spelling using a synthetic phonics approach. We continued to build our 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 needs and assist teachers to teach to the point of need. All teachers in F-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 build capacity in the Science of Reading approach to the teaching of language and learning. As a staff, we continued our Professional Learning around implementing The Science of Reading research and the Science of Learning research. The 'Modelled Reading' program continued in 2023.

In Maths, early years teachers and Maths intervention teachers continued to teach number skills using the LFIN framework. All teachers in Years F-6 continued to use and analyse Maths data to support our planning and to target teaching to the students' point of need. LFIN, Essential Assessment, PAT-M data continued to be gathered and analysed. Teachers

were supported to plan quality Maths units on termly planning days. Throughout the year, teachers had access to exemplary resources to complement their planning. Teaching to the point of need is vitally important to progressing our student outcomes. The school continued to provide teacher and LSO resources to support students at risk or requiring extension. Alongside exemplary classroom teaching, Numeracy Intervention groups continue to support students at risk. Students in Years F-6 who required extension in Maths were catered for via their participation in Maths Olympiad and other problem solving programs. The 'Tutor Program' continued to support students at risk. 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. 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. All year levels participated in Digital Technology lessons throughout the year where levels focused on a range of areas including animation, robotics, game-based learning and digital systems. Cybersafety lessons were implemented throughout the school which addressed current topics that were relevant to each year level. We began implementing more student-led clubs including Minecraft Education and introduced eSports.

Family/teacher meetings were conducted 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). We furthered our understanding on the use of data analysis to improve student learning outcomes.

Student Learning Outcomes

In 2023, NAPLAN testing was completed online by our Year 3 & 5 students. Our overall school results were very positive across all areas of the curriculum with most students achieving at or above the expected standard. Our student performed particularly well in the area of writing, with 88% of Year 3 students demonstrating proficiency and 89% of Year 5 students demonstrating proficiency. The school purchased an online platform called 'elastik' to support staff to improve outcomes. Teachers were supported to with technology that analyses assessment data to identify student learning gaps and future learning foci. 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 support.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	437	71%
	Year 5	505	72%
Numeracy	Year 3	420	72%
	Year 5	502	81%
Reading	Year 3	422	82%
	Year 5	487	75%
Spelling	Year 3	445	80%
	Year 5	511	82%
Writing	Year 3	435	88%
	Year 5	516	89%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

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

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

Achievements

Over the year, each level completed tasks and activities using the Resilience, Rights and Respectful Relationship Program that aligned with the Victorian Curriculum. The areas covers Personal and social Capabilities as well as Health and Emotional Literacy.

Topic 1: Emotional literacy

Topic 2: Personal strengths

Topic 3: Positive coping

Topic 4: Problem solving

Topic 5: Stress management

Topic 6: Help-seeking

Topic 7: Gender and identity

Topic 8: Positive gender relations

Each classroom also participated in meditation. Classrooms also participated in Circle Times which allows time during the day for the children to connect with each other and their teachers. Circle time encourages listening, talking, and sharing among the children and modeling opportunities for the teacher. Also, it encourages the development of social skills by providing daily, structured social interactions.

Value Added

Across the first two weeks of the school year, each class participated in a range of wellbeing activities to assist building positive relationships. Student Wellbeing Meetings, attended by the Learning Diversity Team were held weekly throughout the year. Support for individual students was discussed with the classroom teacher and then implemented. Staff and students see student wellbeing as the core of learning and as a vital aspect of our school's culture. 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',

In 2023, the buddy program continued with the Year 6 and Foundation students having dedicated buddies for the year through the 'Better Buddy Program'. Our Wellbeing Leader and Learning Diversity Leader received up to date professional development in the areas of Student wellbeing and Diversity. In 2023, 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 'Lego Construction' was run by the Wellbeing Leader and our Speech pathologist.

Social skills groups were also run weekly and included a Drawing Club, Manga Club, Minecraft, Unicorn Club and Chess Club.

The School participated in 'Harmony Day' activities with a continued focus on 'Bullying NO WAY'. This day both celebrated our cultural diversity and raised awareness around anti bullying and strategies 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. Our school psychologist /counsellor continued to work with students at SJV working on-site. 'Restorative Practices' and 'Positive Behaviour' continued to be implemented as 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. The staff also included a group of 10 students to participate in staff meetings over two weeks.

Week 1:

To listen and hear what our students are thinking and feeling

To work together to look at ways of improving student agency and empowerment at SJV

Week 2:

To analyse and discuss student wellbeing using Data.

To look at our Student Wellbeing Sphere together with our students.

Student Satisfaction

The following highlights some student satisfaction results from the 2022 MACSSIS Student Survey data. In most domains (ten in total) our student scores are higher than that of the MACS average. Most students indicated that they were excited about going to classes. The students see the peers and adults in their classes to be respectful. There is a strong sense of belonging at this school. They enjoy being together with students in their class. The relationship with teachers and adults in the school is seen by students to be very positive believing the staff to be caring towards them and be interested in their future. The students feel safe and feel that they have the opportunity to talk about 'things that might worry them' compared to the MACS average. In the Learning Disposition Domain the student survey scores in all items were higher than the MACS average. Our SRC and Mini Vinnies members reported that had felt listened to and that many of the student ideas had been implemented throughout the year.

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.

Average Student Attendance Rate by Year Level	
Y01	91.9%
Y02	91.5%
Y03	93.6%
Y04	93.4%
Y05	94.6%
Y06	92.7%
Overall average attendance	92.9%

Leadership

Goals & Intended Outcomes

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

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 2023, leadership reflected and prepared an Annual Action Plan that focused and directed the school in decisions around student learning, teaching professional development and support of our families and wider community. The leadership team consisted of the Principal, Deputy Principal/Student Wellbeing Leader, Learning Diversity /Religious Leader, Learning and Teaching Leader, Literacy Leader, Numeracy Leader and Digital Technology Leader. The team met weekly to plan and review structure and processes of the school. The team allocated and organised staff resources to best support teaching and learning and student wellbeing.

Intervention teachers, and a greater number of Learning Support officers were given extra professional learning. 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. 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 their meeting.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>In 2023 professional learning focussed on the implementation of best practice within all areas of the curriculum. Professional Learning Activities completed by staff in 2023 were held internally and externally and included:</p> <ul style="list-style-type: none"> • 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 • Dynamiq: Online Warden Training • Disability Standards for Education (Primary) • School Wide Improvement Framework (SWIF) • Difficult Conversations, • Pedagogy of Encounter/ Prayer, Assessment and Moderation for Religious Education, • Cognitive Load Theory, • Specific Learning Disorder (Dyslexia), • Autism Spectrum Disorder • National Consistent Collection of Data Modules,(NCCD), • The Science Of Language And Reading • Love Maths • TeamTeach • Networks: Principal, Wellbeing Religious Education, Digitech, Learning & Diversity. 	
Number of teachers who participated in PL in 2023	52
Average expenditure per teacher for PL	\$314.00

Teacher Satisfaction

Overall the school staff contributed positivity to enhancing and improving learning at St John Vianney. They were above the average MACS results in the majority of areas. This included both our teaching and non- teaching staff. Staff member's felt supported with behaviour with students (94% compared to MACS average of 84%). Staff felt students in need were supported by staff and leadership (97% compared to MACS 90%). 80% of all staff also felt strongly that they had positive relationships with leadership.

Teacher Qualifications	
Doctorate	0.0%
Masters	17.0%
Graduate	12.8%
Graduate Certificate	6.4%
Bachelor Degree	48.9%
Advanced Diploma	14.9%
No Qualifications Listed	0.0%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	41
Teaching Staff (FTE)	32.0
Non-Teaching Staff (Headcount)	23
Non-Teaching Staff (FTE)	20.1
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To enhance the partnerships between the school and the community.

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. All families were given access to weekly newsletters, emails and texts to receive important information around upcoming events and other important communication around curriculum and programs that enhance student wellbeing and learning. Teachers updated families with weekly posts on seesaw with classroom activities and photos. Correspondence about incursions and excursions were shared through Operoo. All medical updates/incidents were shared with families through Operoo and sometimes where necessary through phone calls. SJV Instagram shared posts and stories with community about events. Parents throughout the 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. Parent Teacher Conferences were 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. Most of the meetings were held via Google meets. The board consists of parent representatives and in 2023 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 2023. The 'Welcome to School' morning tea for our Prep parents and 'Pizza with the Principal' for Prep families in Term 1 were very successful. 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 and carols evenings. 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 2023 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 felt that their children enjoyed school (91% compared to the MACS average of 84%).
- Parents believe the school celebrates diversity (100% compared to MACS average of 77%).
- Overall our families felt staff were approachable (96% compared to the MACS average of 87%).
- Our families felt confident to recommend the school to prospective families (91% compared to the MACS average of 81%).
- Parents also believed that students were respectful of each other (92% compared to MACS average of 80%).
- Our parents mainly felt comfortable talking to staff if their was a problem (81% compared to MACS average of 64%).
- 96% of our families felt welcomed when they walk into the school (compared to the MACS average of 87%).

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.sjvmulgrave.catholic.edu.au