



St John Vianney's School Parkdale East

2022 Annual Report to the School Community



Registered School Number: 1602

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report.....3

Vision and Mission.....4

School Overview.....5

Principal’s Report7

Catholic Identity and Mission.....8

Learning and Teaching.....11

Student Wellbeing14

Child Safe Standards.....17

Leadership20

Community Engagement.....23

Future Directions25

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Minimum Standards Attestation

I, Mick Schinck, 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.

31/03/2023

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

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 is a welcoming and supportive community of teachers, parents and children who teach and live by the Gospel values of Jesus Christ.

We provide a valid, contemporary curriculum that empowers our students to achieve their personal best in their academic, emotional, social and physical well-being.

School Overview

School Overview

St. John Vianney's School is one of two schools in the Catholic Parish of St. Patrick, Mentone/Parkdale. Currently we have a student population of one hundred and forty five in seven classes from Prep to Year 6. St. John Vianney's supports children to build positive self-esteem in an environment that endeavours to provide all children with an opportunity for individual development through a range of academic, social and emotional skills. Our school motto, "Love Conquers" reflects both our belief in and our commitment to respecting and developing the uniqueness and potential of each person within the context of Catholic faith and education.

At St. John Vianney's we believe that community is our strength. Our Parish Priest, is the faith leader of our community and actively participates in Sacramental preparation programs for both students and parents. Our staff are committed, highly competent professionals who encourage and inspire students. Our parents are enthusiastic, supportive and involved in the social, academic and spiritual life of our school. Our students enjoy school life, accepting the challenges of a contemporary curriculum which is delivered in a secure, caring environment. We at St. John Vianney's are proud of our school.

To facilitate the individual development of our students, our curricula is:

- based on the Victorian Curriculum
- supported by contemporary technology tools for individual student use, these include PC's, Chromebooks and iPads
- diverse in the range of contemporary learning areas which in addition to the core curriculum include specific instruction in- Visual Arts, Cultural Immersion, Library skills, Performing Arts, Physical Education, Contemporary Dance and STEAM.
- complemented by Pastoral Care and Wellbeing programs which acknowledge individual needs, growing the strength of student voice and student leadership. These programs are supported by our Wellbeing Leader and school based psychologist who have worked with students, parents and teachers

As a school we have set direction in each of our spheres (Education in Faith, Learning and Teaching, Student Wellbeing, School Community and Leadership and Management) to enhance the existing practice at St. John Vianney's.

The goals for each of the spheres are listed below.

Education in Faith

To strengthen and deepen the Catholic identity, faith life, awareness of social justice with a commitment to support all members of the community.

Learning and Teaching

To personalize student and staff learning to enhance student engagement and learning outcomes.

Student Wellbeing

To continue to improve the wellbeing of all students so that they feel safe and confident socially, emotionally and academically

School Community

To engage our families further in their child's learning and be more actively involved in the life of the school and parish.

Leadership and Management

To continue developing an inclusive culture of learning, feedback and respect with staff committed to student success.

Principal's Report

The 2022 year began in a positive and optimistic manner at St. John Vianney's especially after the previous year was impacted by COVID and remote learning. With a new Principal and Deputy Principal in place we began the school year onsite with certain Restrictions and procedures in place due to Covid 19. Both the Deputy and I were made to feel welcomed with open arms from the school community.

Our school theme for 2022 was, "**Treat others as you would like them to treat you**". The first term got our year off to a great start with our Opening Mass, Parent Teacher Interviews, inter-school sports and our Prep 2023 Enrolment program. It was fantastic to have students onsite for a full term and participating in all the programs that the school offers.

Staff worked diligently to continue the focus of '**Every Child, Every Opportunity**', across the entire year. Expert teaching took place across all classrooms, to educate 100% of our students 100% of the time ensuring quality learning and teaching programs reflect a comprehensive knowledge of the curriculum.

Leadership also began the process of developing a new school website which would be more appealing to prospective new families and targeted the local kindergartens with enrolment bags to try and attract new families to the school. We also began the process of developing a master plan for the school with the support of MACS and employed Brand Architects towards the end of the year.

It was also great to have the annual school fete take place in November after having being cancelled in the previous two years due to Covid 19. The SJV community rallied together to make this event a great success raising over \$50,000 which is remarkable for a small school community.

This is an exciting time as we work within our community to deliver for all our students. In closing, I would like to thank and congratulate the school's Leadership Team, all of our school and parish staff, our Board, our Parents and Friends Association and countless parent volunteers for their commitment to our school in 2022.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals

To strengthen and deepen the Catholic identity, faith life, awareness of social justice with a commitment to support all members of the community.

Intended outcomes

1. Continue to strengthen understanding in best practice for implementation of the RE Curriculum Framework
2. Use a multi-faceted approach to engage the community in parish-faith development-homework tasks, faith nights, Sacramental program
3. Deliver a whole school approach for RE targeted at explicit, personalised and animated learning

Achievements

We continued to make progress towards our goals in Religious Education in 2022 even through the ongoing challenges of COVID. The staff worked on further developing the Faith Life Inquiry as a model to make RE relevant and meaningful to our students. Staff also looked at the assessment and reporting requirement for Religious Education as part of their planning process. We continued to look for ways to challenge the students and their families to think beyond a literal understanding of the world and explore the connections that can be made between the Catholic faith and the world in which we live and learn. We focus on creating a world where we are inspired by Christ, 'to be more'.

Our theme of 'Treat others as you would like them to treat you' highlighted our school values, and how we live these values in rich and meaningful ways, both at school and in the wider Parkdale and global community. The school regularly participated in masses to ensure their knowledge of the traditions and rituals of the mass, and to enhance a sense of belonging to the Church and local parish.

A paraliturgy was held before Easter to remember and reflect on the Passion of Christ. On the first day back after the Easter break we celebrated Alleluia Day, rejoicing in the Resurrection of the Lord. It was a day of great joy with a paraliturgy, art activities and an Easter egg hunt.

Moving services were also held at school led by the SRC to commemorate both ANZAC Day and Remembrance Day.

Andrew Chinn came and conducted faith workshops through singing and dance which was a great highlight. That evening we had a full Church where the concert was conducted and much singing and dancing took place.

Ingrid Green was also invited and conducted PL for staff on the planning of RE with links to our Inquiry units. The staff spent the day making strong links with their inquiry topic and the Catholic Religion.

The Sacramental program continued. As part of the Sacramental Program, Sacramental Family Workshops were organised in conjunction with St. Patrick's School. In 2022, Ingrid Green led all of these nights, one of which were held via zoom and one at St. Patrick's. These evenings were

very well attended by parents and children. The high attendance is an indication of the importance of these milestones of their children in our faith community.

The Confirmation reflection day was held at our usual location of St. Paul's Retreat Centre in Wantirna. The children loved reading the letters from their parents, all the staff and other children throughout the school.

Confirmation was celebrated in St. John Vianney's Church with Fr Cameron Forbes as the principal celebrant. The children made family banners, focussing on one Gift or Fruit of the Holy Spirit. Not only were these banners very meaningful to the children, but they were able to display them in the church at SJV for the Confirmation celebration.

Graduation was a true reflection of the spirit of St. John Vianney's. The students and parents visibly showed their love and gratitude for the many gifts they had been given throughout their school journey. The students each shared an early memory of their parents and themselves on their St. John Vianney journey.



VALUE ADDED

Religious Education planning which allows for deeper thinking and acknowledgement of teacher/student prior learning

- Fortnightly school liturgy celebrations within the confines of density limits
- Paraliturgies for key liturgical events and for Mother's Day etc

- Ingrid Green as facilitator at all Sacramental Family Workshops, onsite or remote and PL onsite for staff
- All Sacramental celebrations throughout the year- Confirmation, First Communion, First Reconciliation
- Onsite Confirmation Reflection Day in Wantirna
- Full Graduation onsite
- Fundraising for Caritas through Project Compassion
- Anti Bullying Action Day
- Social justice activities through our leadership groups

Learning and Teaching

Goals & Intended Outcomes

Goal

To embed high level student outcomes that engage all students through targeted differentiated learning and teaching

Intended Outcomes

To personalise student and staff learning to enhance student engagement and learning outcomes.

Achievements

With new leadership in place, we decided to continue our focus to review our intervention across the school in literacy and to continue to improve our data collection in literacy and numeracy. We also decided to review how we teach and plan Inquiry learning and purchased the Program Mappen to assist with this process.

The previous literacy leader was employed at another school and the Deputy Principal took over this role in 2022. She continued to review our current literacy practice. Staff and LSOs were also given professional development on classroom routines including Shared reading, Guided reading, running records and using the data collected from BAS to drive improved student outcomes in literacy. Students' progress is monitored in a central system online. We continue our Reading Recovery and tutoring program and reviewed the data against the BAS system for recording the reading level of students.

In Year 2 the reading program - "Story Dogs" continued. This program supplements our reading program once a week for individuals and encourages the students to practice reading. This program is designed to support students in their reading in year 2.

To further improve numeracy outcomes all staff attended maths PD with Cathy Epstein that focused on engagement in Mathematics and developing teacher's knowledge of sequential learning. Staff participated in further professional development using the Essential Assessment program for data collection and planning student outcomes. Individualised learning and monitoring the growth and progress of students throughout learning in mathematics continues to be the essential components of our numeracy program. In Maths PLTs teachers continued to discuss and plan the growth and progress of our students.

Teachers also continued to use pre- and post-testing data at a student level to monitor our students progress and report to parents through the school report in the middle and at the end of 2022. Student writing samples, maths and spelling tests all contributed to teachers and students understanding their learning progress of their students.

Parent teacher interviews were conducted in Terms 1 and 3 with online interviews used as required in Term 1

Our NAPLAN performance was very strong with continued growth as evidenced in a communication from ACARA which congratulated the school on achieving "substantially above

average gains” in Numeracy and Literacy and were ranked in the top 5 Catholic Schools for results.

Student performance was measured and recorded through online assessments, teacher based assessments, teacher observations, parent-teacher interviews, ILP meetings and standardised assessments such as NAPLAN.

The introduction of the MAPPEN Curriculum began halfway through the year as part of our inquiry learning to develop a strong focus on building student's capacity, to develop questions and to plan and conduct their own inquiries. Teachers began the planning process for the first year of the two-year cycle for inquiry while looking at student learning through the Catholic lens.

STUDENT LEARNING OUTCOMES

With no lockdowns, the students and staff continued to focus on maths, reading and writing and students were monitored for their progress. The Fountas and Pinnell Benchmark system was used to track students decoding and comprehension skills and Essential Assessment was used to monitor students' learning in mathematics.

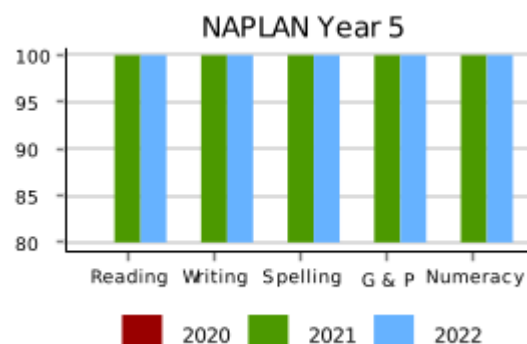
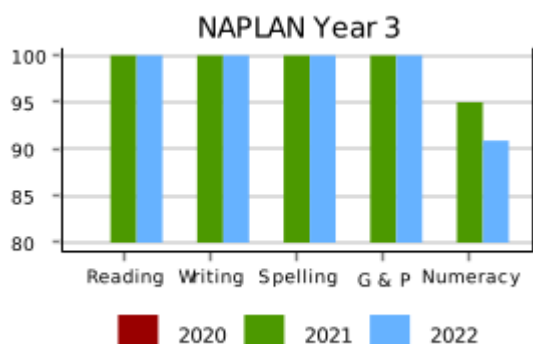
(The National Assessment Program - Literacy and Numeracy) that provides us with comparative data on student learning from year to year was able to be completed by students in Term 2. This data allowed us to compare the school trends and enabled us to make conclusions about our student learning over time. Our Naplan results indicated that 76% of our students had made above average progress for reading and 80% of students had made above average progress for Numeracy. This is outstanding and the teaching staff and students should be commended on their achievements.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	95.0	-	90.9	-4.1
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
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	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

* 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

Student Well-being Goal

To continue to improve the well-being of all students so that they feel safe and confident socially, emotionally and academically

Intended Outcomes

- That students develop capabilities and skills that promote their well-being
- Increased participation and decision-making by students

Achievements

The 2022 year started in a promising manner, with the children and staff all rejoicing being back onsite.

The development of skills important to the social and emotional well-being of our students continued to be an integral part of the curriculum at St John Vianney's. Weekly You Can Do It lessons and class Circle Time continued, and the skill development expanded with the commencement of social skills groups for selected students. This initiative was developed and conducted by the School Psychologist and School Occupational Therapist, in conjunction with the School's Well being and Learning Diversity Leader. The program was designed to develop emotional intelligence and promote personal resilience and positive interactions between students in a fun way. These skills were put to the test and the children managed very well.

The emphasis on positive and respectful relationships was further enhanced with the celebration of the National Day of Action Against Bullying and Violence in March. Students dressed in the official NDA colour, orange, and enjoyed a day of activities designed to create a shared understanding of what bullying is, how to prevent it and how to help people who may be experiencing it. The day was enjoyed by the students and student feedback showed that the children had retained what they had learnt, and it has been evident that since then this has had a positive influence on their behaviour.

Overall the that staff placed many programs in place ensuring a smooth transition for students onsite as they had spent the previous two years in and out of lockdowns. Social interactions with one another in the junior years was a focus through interactive activities and role playing. This assisted in the development of the students.



VALUE ADDED

- Family Group activities e.g. Alleluia Day, Catholic Family Week, Grandparents Day.
- Strengthening of our fortnightly Year 5 / 6 student leadership activities through a Leadership training program.
- Continuing to cater for individual differences through Personalised Learning Plans (PLPs)
- Regular communication and support through our PSG meetings
- Positive partnerships with Kilbreda, St Bede's and Parkdale Secondary College • Year 6 Transition to Secondary School night
- Student ambassadors for the Dolphin Research Institute
- Fortnightly newsletter article to highlight one Prep student each week
- STOMP dance lessons and concert
- Prep - Year 6 buddy program
- Involvement of Year 6 students in school tours and a range of community actions at the local, state and national level

STUDENT SATISFACTION

During the 2022 school year the focus of all activities was to be inclusive, supportive and engaging with students and families post Covid. There is a very positive emotional tone in the school and a caring and supportive environment is evident. All focus groups spoke of the sense of belonging and nurturing which members of the school community experience and parents were very positive about the inclusive nature of the school environment. Macssis data provided an overall positive endorsement of St John Vianney's 77% which is above the MACS average.

STUDENT ATTENDANCE

Non-attendance St.John Vianney's school follows the guidelines of the CECV, the VRQA and DET in relation to student absences. If a child is absent our administration will usually receive notification via phone, SMS or our online form. This information is then recorded and passed on to the appropriate staff. If a child has an unexplained absence on any given day a member of the schools' administration will contact a parent/guardian to ascertain why that child is absent, contact can be via phone, SMS or email. Following this contact the absence is recorded along with the anticipated duration of the absence. In the case of school refusal, the Principal or Deputy will contact the parents to ascertain the reasons for the student's non-attendance. A plan will then be arranged to assist the student with a positive return to school. The services of the school psychologist may be accessed if necessary.

During the COVID-19 student attendances were recorded as per the directions given by CEM.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	91.3%
Y02	87.9%
Y03	92.3%
Y04	86.7%
Y05	88.7%
Y06	90.9%
Overall average attendance	89.6%

Child Safe Standards

Goals & Intended Outcomes

Goals & Intended Outcomes

Goal of St. John Vianney's Child Safe Standards — To provide a safe online and physical environment for all students and young people in St. John Vianney's school.

Intended Outcomes

1. That all students will develop a greater understanding of "No Tolerance" attitudes and behaviours.
2. That students will be able to identify unsafe behaviours actioned against them by other students.
3. That the Life Education Program will further develop the students' understanding of the elements around personal safety

Achievements

Achievements

In accordance with requirements of the Victorian Government's Ministerial Order No 1359 and the new 11 Child Safe Standards, St. John Vianney's Primary School maintains a culture of 'no tolerance' to child abuse. To achieve this it has established a holistic Child Safety Strategy incorporating the processes, policies & procedures listed below.

St. John Vianney's Primary School Child safety Strategy includes, but is not limited to the:

1. Establishment of strategies for embedding a culture of child safety at the school;
2. Maintenance & communication of a policy affirming the school's commitment to child safety and the promotion of an environment where children feel respected, valued and encouraged to reach their full potential;
3. Maintenance & implementation of a Child Safety Code of Conduct;
4. Established processes for screening, supervision, training, and other human resource practices to reduce the risk of child abuse & promote a child safe learning environment;
5. Maintenance & Communication of procedures for responding to and reporting child safety complaints, suspected abuse, disclosures or breaches of the Child Safety Code of Conduct.
6. Risk Management strategies to identify and reduce or remove risks of child abuse
7. Maintenance of strategies to promote student participation & empowerment in creating an environment where they feel respected, valued and are capable of reaching their full potential.

Scope

St. John Vianney's Primary School Child Safety Standards apply to any individual employed by the school, employed under contract, volunteers or contracted service providers. Failure to comply with any aspect of the school's Child Safety Standards may result in criminal

proceedings in accordance with the Children, Youth and Families Act 2005 (Vic.), the Crimes Act 1958 (Vic.) and the recommendations of the Betrayal of Trust Report 2013.

Our School's Commitment to Ensuring Child Safety

All students enrolled at St. John Vianney's Primary School have the right to feel safe. The well-being of students will always be our school's first priority. The school aims to create a child safe environment where children feel valued & respected by committing to the following arrangements for students, parents, carers, staff members, clergy, volunteers and contractors.

Our Commitment to our Students

- We commit to the safety and well-being of all students & young people enrolled in our school.
- We commit to providing students & young people with positive and nurturing experiences.
- We commit to listening to students & young people and empowering them by taking their views seriously, and addressing any concerns that they raise with us.
- We commit to taking action to ensure that students & young people are protected from abuse or harm.
- We commit to teaching students & young people the necessary skills and knowledge to understand and maintain their personal safety and well-being.
- We commit to seeking input and feedback from students & young people regarding the creation of a safe school environment.

Our Commitment to Parents and Carers

- We commit to communicating honestly and openly with parents and carers about the well-being and safety of their children.
- We commit to engaging with, and listening to, the views of parents and carers about our child safety practice, policies and procedures.
- We commit to transparency in our decision-making with parents and carers where it will not compromise the safety of children or young people.
- We commit to acknowledging the cultural diversity of students and families, and being sensitive to how this may impact on student safety issues.
- We commit to continuously reviewing and improving our systems to protect children from abuse.

Our Commitment to our School Employees, Clergy, CRTs, Volunteers & Contractors

1. We commit to providing all staff members, clergy, casual relief teachers (CRTs), volunteers & contractors with the necessary support to enable them to fulfil their roles. This will include regular and appropriate learning opportunities.
2. We commit to providing regular opportunities to clarify and confirm policy and procedures in relation to child safety and the protection of students and young people. This will include regular

briefings & annual training in the principles and intent of the Child Safety Policy and Child Safety Code of Conduct, and staff responsibilities to report concerns.

3. We commit to listening to all concerns voiced by staff members, students, caregiver's clergy, volunteers, and contractors about keeping children and young people safe from harm.

4. We commit to providing adequate resources to support staff members, clergy, CRTs, volunteers & contractors meet and exceed their Child Safety obligations.

5. We commit to appointing a 'Child Safety Officer', to further promote child safety and support all members of the school community to understand, meet and exceed their Child Safety obligations.

6. We commit to providing support to any member of the school community who reports a child safety complaint, suspected abuse, disclosure or breaches of the Child Safety Code of Conduct.

7. We commit to providing opportunities for staff members, clergy, CRTs, volunteers & contractors to receive formal debriefing and counselling arising from incidents of the abuse of a child or young person.

Achievements

- Consulted with our Senior students in relation to understanding and implementing a "No Tolerance" position in relation to physical and online actions.
- Supported all students to speak to a responsible adult if or when they are feeling unsafe in any way.

Leadership

Goals & Intended Outcomes

Goal

To continue to develop an inclusive culture of learning, feedback and respect with staff committed to student success.

Intended Outcomes

- That staff grow individually and collectively as learners.
- That staff work collaboratively to build teacher capacity.

Achievements

- Scheduled leadership meetings, staff meetings and PLT meetings
- Whole staff planning (including Learning Support Officers & Administration Staff) to implement the Actions appropriate to our COVID 19 response
- The provision of support personnel to assist in the extended use of technology
- The expanded use of technology to support student learning
- Revisited the importance of "learning intentions" and "success criteria" as components of the learning cycle
- Increasing staff leadership roles, in particular focus on the importance of the Well-being Leader as the first contact for any related matters
- Literacy Intervention Leader providing specific help to those children who weren't meeting benchmarks
- Further development of our enrolment and student recruitment strategy
- Maintaining a culture and climate of support amongst all staff

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Numeracy Workshops - Cathamatics
- Religious Education Planning - Pedagogy of Encounter
- RE / Inquiry planning
- Mappen Program / Inquiry based learning
- Google Apps
- Leadership - SWIF (School Wide Improvement forum)
- Personal coaching

- Literacy - including Reading comprehension, LLI, Spelling programs and writing moderation
- PLP writing
- Occupational Health & Safety Induction - Annually
- MACS Child Safety Code of Conduct - Annually
- Anaphylaxis Management Training - Twice Yearly Briefing
- Mandatory Reporting Training - Annually
- Mental Health & Well Being Course - Annually
- Infectious Disease Control / Personal Hygiene - Annually
- Information and Communication Technology – reporting procedures, latest technology and software

All teaching staff are qualified, at the required standard as per the Victorian Institute of Teaching.

Number of teachers who participated in PL in 2022	26
Average expenditure per teacher for PL	\$243

TEACHER SATISFACTION

The 2022 MACSSIS data obtained via staff surveys indicated that in all the following areas St John Vianney's rates above MACS average and above 80%

- Overall School Positive Endorsement 84%
- School Climate 91%
- Staff - Leadership -Relationships 93%
- Psychological safety 96%
- Collaboration in Teams 80%
- Support for Teams 85%
- Collective Efficacy 93%
- Staff Safety 96%
- School Leadership 90%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.5%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	72.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	22.2%
Graduate	44.4%
Graduate Certificate	0.0%
Bachelor Degree	77.8%
Advanced Diploma	0.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	21.0
Teaching Staff (FTE)	13.5
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	7.5
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goals

To engage our families further in their child's learning and be more actively involved in the life of the school and parish.

Intended Outcomes

- That parents are more confident in being involved in their child's learning.
- That communication between the home and school is improved.

Achievements

- Class Representatives. These parent volunteers take on the role of assisting in organizing events for families to get together socially outside of school hours.
- A team was formed to form the establishment of a new school website. This is so we could provide a greater range of information regarding the activities of the school
- Student led weekly school assemblies and “Spotlight on Learning” where students from all year levels present a synopsis of what is taking place in the classroom
- Sacramental meetings with an emphasis on adult formation for the sacrament
- PFA purchasing Graduation Bears for exiting Yr.6 students presented to them by their Prep Buddy at the end of year
- Building links with local kindergartens regarding our enrolment program via principal, teacher and student group visits to the kinders and with kinder groups coming to us for performance and art activities
- Our bi-annual school Musical (Galactic Idol)- parent assistance with all aspects
- Parent representation on the School Advisory Council (SAC)& strong support for the Parents & Friends Association
- Annual School Fete with support from 90%+ of the parent community and raising over \$50,000

PARENT SATISFACTION

Parent Satisfaction ratings which have been very positive is consistent considering the change in leadership at the school. Unfortunately only 12 families completed the MACSISS

survey. This is something that we will address in 2023. Our current data indicates that we are either at or above the MACS average.

- Overall School Climate 63%
- Family engagement 50%
- School Fit 70%
- School Climate 79%
- Student Safety 70%
- Communication 65%
- Catholic Identity 60%

Future Directions

Future directions for the school include:

- The development of a 5-year master plan. This would include a new administration block, STEAM precinct, Library, 2 new classrooms and refurbishment of existing classrooms
- The development of outdoor play equipment
- Creation of a new school website
- Exploring the possibility of setting up a kindergarten onsite
- Changing the leadership roles / structure of the school
- Marketing and the enrolment process to change to attract more young families