ANNUAL SCHOOL REPORT
2015

St John Vianney Primary School, MORISSET
PO Box 297, MORISSET 2264
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About the Annual School Report

St John Vianney Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008. The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.
Principal’s Message

St John Vianney School is located in the heart of the town of Morisset. Morisset is the gateway to the south-western side of Lake Macquarie, the scenic Watagan Mountains and Hunter Tourism region. It is part of a recognised system of schools in the Maitland-Newcastle Diocese, which is managed by the Catholic Schools Office.

In 2010 under the Federal Governments Building Education Revolution (BER) the school received 1.8 million dollars for building and refurbishment. The school refurbished 3 old classrooms and old hall as well as having the new library and school hall built. This would not have been possible without the support of the other schools in our diocese who gave SJV money towards our project. In 2014 we had two new demountables installed. 2015 saw another demountable installed. This allowed a smaller class to become a meeting room and take some pressure off our staff room.

Our Leading Teacher project continued with a focus on Writing, in particular, stage 2. We achieved some very good results in this area. The children were highly motivated to write.

2015 saw the school numbers continue to increase. We went from 154 at the beginning of the year to 163 by the end.

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

Simon Devlin
Principal

Parent Body

Our 2015 President ran a successful P&F Committee which oversaw the fundraising efforts for St John Vianney School. The committee meet the first Monday of each month at 7pm. In 2015 we have several guest speakers attend the meetings. The P/F held many fundraising events during the year including Movie Night, Mother’s Day, Father’s Day Breakfast, Easter and Christmas raffles. The P/F have been very supportive of the school and donated $7000 towards the school stage. $750 was provided towards a hardship fund for families. The School’s Canteen Committee has continued with menu changes designed to provide children with a healthy range of foods with minimal impact on families.

In 2015 the P/F raised considerable funds from a sponsorship drive. Local businesses were encouraged to advertise in the school sign. This will continue to grow in 2016.

Student Body

The student body is represented by a Student Council, comprising of two elected students from each Primary class as well as the School Captains and Vice-Captains. The student Councillors are an important link in communication between students, teachers and parents. They meet regularly with the Principal to discuss school issues and act as a forum to communicate the needs of the children. The Sport Captains had the responsibility of monitoring sporting teams and sports equipment. The leaders also represented the school at special external functions including Anzac Day Service, Mission Mass, Catholic Schools Week Mass and the Opening and Graduation Masses at St Paul’s High School. They presented at information nights and ran school assemblies. The SRC regularly support and promote our school rules by presenting them at Assembly.
SCHOOL FEATURES

History of the school

St John Vianney School commenced operation on 17 January 1962 with 60 pupils and continues to grow with the rich educational and spiritual traditions passed down to the lay staff by the Sisters of St Joseph. The school currently has 160 students and over the past 6 years has grown by 40%. We now have 7 classes K-6 and provide a quality education in a strong Catholic setting.

Location/Drawing Area

St John Vianney is in the Lakes region of Catholic schools in the Maitland Newcastle Diocese, there are 9 other schools in the region. The nearest other Catholic School is St Josephs at Kilaben Bay. The children at SJV come from the local area including the towns of Dora Creek, Morisset, Morisset Park, Bonnells Bay, Silverwater, Mirrabooka, Brightwaters, Cooranbong, Wyee and Wyee Point. The students when they complete Year 6 at SJV go to St Paul’s Booragul to complete High School.
Catholic Identity and Mission

Catholic Imagination and Spirituality

The school has a clear identity as a Catholic School in the local community. Our Catholic identity is the cornerstone of our existence. It impacts on all areas of curricula and every aspect of school life. The sense of Christian community present at St John Vianney’s is evident by the caring attitude of staff members and a willingness to help each other.

Many visible signs in the school also identify St John Vianney as a Catholic School. Our entrance proudly displays a beautiful garden with a statue of Mary surrounded by a pebble stone mosaic of a cross. We also have tile mosaic "stepping stones" depicting religious themes made by pilgrims during World Youth Day. A stained glass window of Mary and Child is also visible as one enters the school gate. The Our Core Values and School Motto are displayed proudly on banners, boards and posters throughout the school.

Family, Parish and Diocesan evangelising and catechesis

SJV is a vital part of the parish. The partnership between the parish and school supports the students developments and knowledge of Catholic Tradition. The school communicates with the parish through parish bulletins, school newsletters, formal meetings between REC, Principal and Parish Leadership Team. The principal is a member of the Parish Pastoral Council and attends meetings once per month and members of the executive attend the Parish Gathering to present the school report and assist with planning Level 1 Parish Events. The school staff regularly attend these events and the parish are invited to school liturgies, Masses and the celebration of special events. The REC liaises with the Parish Liturgy Team for planning monthly Children’s Masses. Our school leaders and Principal attend Diocesan Masses and ANZAC Day /Remembrance Day Community Services. "Conversations about Catholics" was introduced in 2015 for parents/parishioners to meet informally to talk about Catholic tradition and rituals, the sacraments and prayer. Sr Margaret, Pastoral Worker, facilitated this. Many parishioners assist with the LAP program. SJV regularly participate in "Way of the Cross" at Toronto.

Christian Discipleship

SJV staff has regularly and enthusiastically participated in Staff Spirituality Days. After input from the staff, the Principal and REC organise the topic and facilitator for the day. Often the staff has stayed overnight at the venue. This has proven to be a great "bonding" time and has helped to develop a sense of Belonging among us. The fact that many staff attend these days in their own time is testament to the value they place on these days. Staff are rostered on to prepare Staff Prayer each Wednesday morning. Regular updates of Spirituality courses and retreats are advertised in staffroom. One member of staff has attended a weekend retreat the past two years and she has supplied details to staff. All classes have daily prayer and students from Primary classes are given the opportunity to be part of Mini Vinnies. Mini Vinnies organise Mission Day and fund raising activities. Each year we invite Richard Cootes to the school for a Mission day presentation. All children have been introduced to Christian meditation during their Prayer units.

Religious Education and Curriculum

The school implements the Diocesan K-12 Religion Syllabus. RE is timetabled for 150 hours per week and units include curriculum differentiation and a variety of learning activities to encourage deep thinking and creative responses. Stage 3 have implemented the new RE units in 2015 and all teachers in Stage 3 and ES1 have been inserviced. Year 6 students participated in the RE Test. After analysis of the data the areas in need of development were identified and following consultation with staff at staff meetings some strategies to improve Religious Literacy results have been implemented. We have purchased more Bibles and new resources will be purchased with the RE budget in 2016. Quality RE work is shared with other classes on assembly and successes are celebrated. The Liturgical seasons and church rituals are highlighted on assembly and in class. Posters, crucifixes and visuals to develop Religious Literacy are displayed in class and are available on staff share. Prayer is a focus in every class. Students participate actively in Liturgy and are taught the responses and the order of the Mass. Students are encouraged to be active learners.

Initiatives Promoting Respect and Responsibility
The students at SJV are encouraged to support the wider community through prayer, financial support and service. An awareness of social Justice and opportunities for action in this area is an important part of our school life. The Mission statement is prominently displayed and recited by students each assembly and our gospel values are highlighted every day in class and on assembly. The Mini Vinnies group, approximately 26 students, have helped raise funds for Caritas and Mission Australia through Fun days, cake stalls and Mufti Days. Our school community actively encourages and supports students in many ways. We are a PBS school. Through visuals, explicit teaching and modelling our core values, students are familiar with the expectations around school rule. They are rewarded for positive behaviours. Students also have access to LAP program and Seasons For Growth. The Buddy Program for Kinder helps the new students adjust to "Big School". The year 5 buddies develop social skills and friendships. Our school leaders and school councillors lead assemblies and welcome visitors. The environmental group assists students to recycle and care for our school. All staff model respect.
Student Profile

The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th>LBOTE*</th>
<th>SWD*</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolment policy

St John Vianney Primary School follows the guidelines provided by the Catholic Schools Office Enrolment Policy 2013. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2015

<table>
<thead>
<tr>
<th>Scholastic Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>28</td>
</tr>
<tr>
<td>Year 1</td>
<td>21</td>
</tr>
<tr>
<td>Year 2</td>
<td>22</td>
</tr>
<tr>
<td>Year 3</td>
<td>19</td>
</tr>
<tr>
<td>Year 4</td>
<td>29</td>
</tr>
<tr>
<td>Year 5</td>
<td>20</td>
</tr>
<tr>
<td>Year 6</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>162</td>
</tr>
</tbody>
</table>

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2015

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.42</td>
<td>95.98</td>
<td>95.98</td>
<td>93.51</td>
<td>94.37</td>
<td>93.14</td>
<td>92.06</td>
</tr>
</tbody>
</table>

Annual School Report to the Community 2015
Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school-based strategies including student and parent interviews, reviewing the appropriateness of the student’s educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school-based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.
Pastoral Care and Wellbeing

Student Welfare Policy

At St John Vianney School, student welfare is seen as the responsibility of the whole school community. It encompasses the total of all formal programs and informal activities that meet the personal, social and learning needs of students.

The teaching staff manages the pastoral needs of students in their class. The School Counsellor provided psychologically based services including assessment, counselling and consultancy. The Learning Support Teacher developed strategies and programs for students experiencing learning difficulties.

The LST in consultation with parents and class teachers developed Individual Education Programs for students with special needs. In 2015 our pastoral care worker assisted with student welfare and was responsible for coordinating class parents. Under her guidance the LAP program grew and we were able to support 11 children.

Discipline Policy

*St John Vianney, Morisset is a Catholic Community where everyone shows respect, forgives others, values honesty and grows through learning as we strive everyday to do our best.*

In 2015 the Positive Behaviour Framework continued. This links closely with our school mission statement. The emphasis with this framework is to be proactive and consistent when teaching children about appropriate behaviours.

Merit awards were given to worthy recipients at weekly assemblies for effort and application, bookwork and citizenship as well as the Principal’s Award.

Where issues of a serious nature concerning consideration of suspension or expulsion are being required, St John Vianney’s Policies are underpinned by the Catholic Schools Policy of Pastoral Care 2002. In particular, attention is given to procedural Fairness and the steps outlined on p13 of this document.

A copy of the Discipline policy is available from the school principal.

The full text of the School’s Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St John Vianney Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children’s learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.
School Improvement

School Improvement Plan

Below are the key focus areas take from the 2015 SJV School Annual Plan.

- The implementation of the new RE Curriculum and units.
- Improve student outcomes in Literacy and Numeracy with a focus on Writing.
- Contemporary High Quality Learning through the implementation of Professional Learning Teams (PLT)
- Strengthening parent & community engagement with schools
- Contemporary High Quality Teaching through the support of Educator Impact and Teacher Observations.
- Developing teachers awareness of the AITSL Standards
- Reviewing the schools implementation of ICT in Teaching and Learning.
- Building and Maintenance Plan.

School Academic Priorities

<table>
<thead>
<tr>
<th>Key improvements achieved this year</th>
<th>Key improvements for next year</th>
</tr>
</thead>
</table>
| This year we had a focus on Writing, in particular for Stage 2, where the children were split into 3 groups 3 times a week for 40 minutes. There was a huge improvement not only in the ability of the children to write different text types but also for their enthusiasm and involvement in writing activities. This was largely supported by our SIP funding and coordinated by our Leading Teacher. | From our school Annual Plan for 2016 one of our Key goals is: *
| The professional dialogue between staff was another major improvement this year. Staff met fortnightly at staff meetings for professional development opportunities. Also other opportunities for professional dialogue were during Professional Learning Team meetings and the involvement of the Educator Impact Trial. This involved self reflection and teacher observation of each other. This was highly successful and provided wonderful personal professional development. This is indicative of the high level of trust and satisfaction amongst staff. | To explore, develop and implement contemporary and consistent approaches to goal setting for staff using the PPD model from the CSO. This includes providing funds for teachers to explore professional development in areas identified by themselves as areas for development. |
| The implementation of ICT in particular in stage 3. After much consultation with CSO experts and staff it was decided to purchase laptops, twenty in total. This is shared across the stage. This has given each student the opportunity to interact one on one with the device and the use of notebook has assisted with this. This has also given the other classes more opportunities to use the lab with their class. Four more ipads were purchased for class use and the support of SWD children. | From our school Annual Plan for 2016 one of our Key goals is: *
|                                                                                                    | To specifically target the teaching of K-6 Spelling to improve student outcomes. This will be achieved through regular PLT meetings, achieving a consistent approach to spelling and providing informative and relevant PD for teachers. |
|                                                                                                    | From our school Annual Plan for 2016 one of our Key goals is: *
|                                                                                                    | To explore opportunities for increased engagement with parents in the life of the school. Provide parent workshops and regular guest speakers at P/F meetings. Keeping parents informed and up to date with what is happening in classes via the school newsletter |
Academic Achievements

The school continually strives to improve literacy and numeracy standards. More resources were purchased to support and enhance the teaching of English and Mathematics.

All children are assessed using standardised tests in Term 4 for Reading, Spelling, Comprehension and Maths using the online PAT assessment program. Results showed a marked improvement for the majority of students and we continued to address the performance of some students in this area. Also running records to obtain reading levels are done regularly for children who are not independent readers.

Parents and members of the parish and wider community continued to support our intensive reading programs by listening to the children read on a regular basis throughout the year.

The school values academic excellence and encourages the students to participate in a wide range of external competitions. In 2015 the primary students participated in the NSW University English, Science, Writing, Spelling, Mathematics and Computer Competitions and the Diocesan Debating and Public Speaking Competitions.

This year for the first time the school entered the Tournament of the Minds competition.

Cultural achievements

Term One we had Dance Fever, culminating in a performance for the parents. For Harmony Day, the school held an Aboriginal Cultural Day and the children experienced Aboriginal painting, cooking, games, dance, Dreamtime stories and explored artefacts.

We attended the local Anzac Day March and later in the year, the captains, together with the principal attended the local Remembrance Day. In Term Two, Council came to the school and presented a Water Safety talk to Kinder, Year 3 and Year 6 and once again the children enjoyed their weekly Gymnastic lessons.

We were involved for the first time in Tournament of the Minds at Newcastle University and Years 5 and 6 attended ASPIRE, to see two of our Year 6 students perform. Year 5 and 6 experienced the many cultural aspects of Canberra, while Year 4 found out what it was like to live as a convict. Year 3 explored the Aboriginal sites around Redhead. Year 2 attended Sydney Aquarium and Wildlife World. Year 1 explored the Shortland Wetlands and Kinder visited Oakvale Farm. These activities were all connected to one or more of the KLA’s.

Sporting achievements

In 2015 the students were provided with opportunities to participate in a variety of different sports, not only at the school level, but also at a Regional, Diocesan and State level. Children also participated in the Paul Harragon Cup, Waratah Shield for cricket as well as Soccer and Netball Gala days.

We had several children represent our region in swimming and athletics, as well as the Diocesan Cross Country.

The Active after School Community program was offered on Tuesday and Thursday afternoons. This Government Funded program provided specialist coaching in the areas of bike riding and safety, soccer, cricket and many others, as well as promoting sport and active lifestyle.

In 2015 we introduced a Gymnastics program in Term Two, which was well received by the children and which the parents also commended.

Year One were privileged to have their swimming skills improved, by attending a ten day intensive swimming programme at Morisset Pool.
Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 3 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>83.33%</td>
<td>71.10%</td>
</tr>
<tr>
<td>Writing</td>
<td>88.89%</td>
<td>75.80%</td>
</tr>
<tr>
<td>Spelling</td>
<td>66.67%</td>
<td>65.20%</td>
</tr>
<tr>
<td>Grammar</td>
<td>83.33%</td>
<td>73.20%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>83.33%</td>
<td>60.80%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 3 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>60.00%</td>
<td>57.90%</td>
</tr>
<tr>
<td>Writing</td>
<td>70.00%</td>
<td>52.40%</td>
</tr>
<tr>
<td>Spelling</td>
<td>60.00%</td>
<td>60.80%</td>
</tr>
<tr>
<td>Grammar</td>
<td>55.00%</td>
<td>60.90%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>45.00%</td>
<td>55.80%</td>
</tr>
</tbody>
</table>
Staffing Profile

Staff Qualifications

<table>
<thead>
<tr>
<th>Qualifications and Experience</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).</td>
<td>15</td>
</tr>
<tr>
<td>II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications</td>
<td>0</td>
</tr>
</tbody>
</table>

Workforce Composition

<table>
<thead>
<tr>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total teaching staff</td>
</tr>
<tr>
<td>Total non-teaching staff</td>
</tr>
<tr>
<td>Grand total</td>
</tr>
</tbody>
</table>

Percentage of teachers who are indigenous 0

Teacher Attendance

97%

Teacher Retention

The teacher retention rate from 2014 to 2015 was 100%

Professional Learning Undertaken

Year 2015, proved to be a professionally ‘busy’ one for all staff. In Term One, all staff attended Asthma Training, while the Assistant Principal, attended a WHS update. In Week 8, we all attended a staff Spirituality Day at Norah Head for a day of reflection. The Principal completed the last module of an Executive Development Course, while one of the Year 1 teachers undertook the ‘Leader in Maths’ days at the CSO.

In Term 2, Louise Campbell visited and spoke to us about the Diocesan Aboriginal Policy and gave us places we could visit to enhance the children’s learning in Aboriginal spirituality. Our Leading Teacher attended a workshop on writing in Sydney and followed this up by organising a day at our school in Term 3, at which a speaker from PETAA spoke to us, as well as teachers from other schools on writing techniques. In Week 7, all staff attended a Spirituality Day lead by Richard Leonard. The principal completed a two day Coaching Course at the CSO.

Early Term 3 the Teacher/Librarian, as well as the Kinder and Year 2 teachers attended a two day 21st Century Learning Course at the office. Staff updated their CPR qualifications and emergency care with Helen Notley. The principal continued his Coaching Course, while the Leader of Mathematics, attended further days at the CSO.
In Term 4, all teachers committed to Educator Impact. Over a period of six weeks, each teacher completed a survey on themselves, observed other teachers in the classroom and completed a survey on the teacher they had observed. When all this information had been received by Educator Impact, they then gave each teacher feedback on their ‘strengths’ and made suggestions for areas of development, which formed the basis for goal setting at the end of the year.

Executive staff attended their respective assembly days, as well as the REM meetings.
Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

Parent Satisfaction

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

Parents have indicated a high level of satisfaction with the communication between school and home. The implementation of the School App has been a huge success and a wonderful tool for communication.

Student Satisfaction

Student attendance rates at school and events outside school hours indicate a high level of satisfaction with school. Students are generally happy to be at school. this is evident through my discussions with senior students and at school counsellor meetings.

Students are very happy to volunteer to represent the school at the various cultural, sporting and academic opportunities provided by staff.

Staff Satisfaction

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

Staff attendance remains high and the completion of programs, assessments and the willingness of staff to attend Professional Development indicate staff satisfaction with their positions.
This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants (^1)</td>
<td>Capital Expenditure (^8)</td>
</tr>
<tr>
<td>$1,158,464</td>
<td>$134,250</td>
</tr>
<tr>
<td>Government Capital Grants (^0)</td>
<td>Salaries and Related Expenses (^7)</td>
</tr>
<tr>
<td>$0</td>
<td>$1,379,067</td>
</tr>
<tr>
<td>State Recurrent Grants (^3)</td>
<td>Non-Salary Expenses (^8)</td>
</tr>
<tr>
<td>$362,661</td>
<td>$352,222</td>
</tr>
<tr>
<td>Fees and Private Income (^4)</td>
<td>Total Expenditure</td>
</tr>
<tr>
<td>$285,001</td>
<td>$1,865,539</td>
</tr>
<tr>
<td>Other Capital Income (^5)</td>
<td></td>
</tr>
<tr>
<td>$123,960</td>
<td></td>
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<tr>
<td>Total Income</td>
<td></td>
</tr>
<tr>
<td>$1,930,086</td>
<td></td>
</tr>
</tbody>
</table>

Notes
1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.

6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.

7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.
This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school’s Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

Mr Simon Devlin
St John Vianney Primary School
MORISSET
Phone: 4973 4073

For further information relating to the Diocesan Policy please refer to: http://mn.catholic.edu.au