

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



Our Lady of Victories Primary School

15 Lovell Parade, SHORTLAND 2307

Principal: Mr Gerry Vandermaat

Web: <http://www.shortland.catholic.edu.au>

About this report

Our Lady of Victories Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

Our Lady of Victories began the year with lots of hope and opportunities for 2021. After the COVID year we persevered through in 2020, it was hoped that we could go back to some normality with the way the school functioned and how we could involve parents in the community once again. However, COVID still played a big factor throughout the year and Lockdown and Learning from home became the norm once again. It was also going to impact on how we approached the year in 2022.

As in 2020, the staff, student and parents thrived in a "norm" and some great learning took place. I congratulate the whole community for their continued resilience and adaptation to many changes. The positive relationships which exist amongst the staff, students and parents is evident in our community. We foster open communication and respect the dignity of all in our interactions with one another. Our staff are dedicated, hard working professionals. We strive to provide the best environment for students to grow in all facets of their life, attending to their spiritual, social, emotional, cognitive and physical needs, establishing a solid and broad foundation for lifelong learning and wellbeing.

We acknowledge the Awabakal people, the tradition Custodians of the land on which we learn and play.

Parent Body Message

The Parents and Friends Association meets on a monthly basis to raise issues of concern, and discuss the needs of the school including ways the Parents and Friends Association can assist in achieving these needs. 2021 initially saw our regular meetings recommence, however COVID restrictions saw us move to Zoom meetings as a means of continuing our connection with the school. 2022 has seen a return to our face to face meetings and we look forward to the year ahead. The P&F continue to work hard to support the learning and developmental needs of the children at Our Lady of Victories in close consultation with the Principal, staff and parents.

Our Lady of Victories School and the Parents and Friends Association have a good relationship with the parent body. The strong support from the families and friends of the school who have volunteered their time and money is greatly appreciated as without these volunteers we would not have been able to provide the social and community events that we have in the past. This coming year we look forward to the activities of the year which will include:

- The ongoing management of the canteen, rostering, opening hours and menu, including cleaning of canteen and freezers at the end of the year:
- Athletics carnival canteen and cake stall
- Easter raffle
- Mother's Day and Father's Day Stall
- Christmas Party and raffle

I would like to thank the P&F executive for their exceptional efforts in promoting the sense of community and pride in our school, including their fabulous efforts towards fundraising for education needs for our children. Thanks goes to all general members of the P&F for your commitment to our school community and the association, those who've volunteered their time to work in the canteen, wrap raffle prizes, attend Mother's Day/Father's Day Stalls, and putting together an excellent Disco. All efforts are appreciated and are what brings us together as a school community.

Parents & Friend Association

Student Body Message

My family has been a part of the Our Lady of Victories community for almost 12 years and we have experienced all the great things our school has to offer. Being in a small school means that everyone knows each other and you build relationships not only with your year, but children in other grades too. We are lucky to have lots of open and natural spaces in our playground such as the fields, play equipment, fruit, vegetable and bush tucker gardens and chickens. The students work together to care for these spaces. There is opportunity to participate in multiple activities both at OLV or as part of the North Region or Diocese. That is why I love Our Lady of Victories!

Our Lady of Victories is a great school with good learning opportunities like if you were good at science, you could be taught what is right for your learning abilities. The friendships you can make at this school are life-time friends with kindness surrounding you. The teachers are always kind and always able to assist you at all times. You are taught about Christ in religion which is good because it teaches you about how to be loving, kind and respectful to others in our community.

School Features

HISTORY OF THE SCHOOL

Our Lady of Victories Primary School was established by Fr Roley Smyth with three Sisters of Joseph (Mary Cecily, Matthew and Marguerite) originally being named St Joseph's in 1957. It started with an initial enrolment of 81 in a range of classes from Kinder to year 4. It grew steadily over the subsequent years and reached a total of more than 300 in classes Kinder to Year 6 during the sixties.

The spirit of the Sisters of St Joseph is still evident in the school's commitment. Our Lady of Victories School is committed to developing a Catholic Faith Community. In 2007 the school celebrated 50 years of Catholic Education in Shortland. In 2011, a community hall was constructed at Our Lady of Victories with funding from the Federal Government BER program. Major renovations for the classrooms were completed at the end of Term 2 in 2016. Playground upgrades were made during 2018 with the support of Parents & Friends fund raising activities to support the new learning initiatives in Kinder in 2019 as well as widen the playground experiences for the rest of the school.

LOCATION/DRAWING AREA

Our Lady of Victories draws from areas within the Parish of Wallsend/Shortland. Children from the suburbs of Shortland, Birmingham Gardens, Wallsend, Fletcher, Maryland and surrounds may be enrolled at Our Lady of Victories. After Year 6, families may choose San Clemente High School, Mayfield, to continue their children's Catholic education.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
70	57	36	127

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. 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.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2021 was 93.75%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94.11	94.14	94.42	92.87	93.01	95.78	91.91

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	19
Number of full time teaching staff	7
Number of part time teaching staff	5
Number of non-teaching staff	7

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Staff participated in the following Staff Development during 2021:

- Faith, Reason and Miracles by Michael Dennin.
- Executive Assembly Day - via ZOOM
- Leading, Learning Collaborative - via ZOOM
- Wellbeing - Zones of Regulation
- PLT'S - twice per term - focus on Writing progressions
- Kinder, Year 1 & 2 staff introduction to Successful Foundations
- Emergency Care And CPR Updates

A number of opportunities that were planned did not go ahead due to COVID restrictions.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

At Our Lady of Victories the Gospel values are an integral part of our Catholic community's culture and teaching. Our school is founded on the person of Jesus Christ, a symbol of truth, and we respect the faith and cultural identity of each student.

Our Lady of Victories is an inclusive community growing together in faith by living our Catholic values and beliefs. Our curriculum contains an authentic Catholic perspective which addresses the development of the whole child. We foster an environment where personal growth, dignity and self-esteem are nurtured. We bear witness to the teachings of Jesus as we promote the Church's evangelising mission.

During 2021 we reviewed our school vision and Mission statements.

Our future Vision Statement is:

Love, Serve and Live the truth of Jesus.

As a staff we have worked on our Mission Statement. This will be finalised in 2022.

Catholic Imagination and Spirituality

Throughout the year we had three staff members attend Faith Story Witness and three staff members complete Religious Education in the Catholic School. All staff are up to date with their FEA accreditation.

We had planned to offer our parents an adult formation opportunity to be led by our Family Ministry Coordinator Rose-Marie Mahoney but due to COVID restrictions this was not possible.

We continued to video our school liturgies to share these experiences with parents and friends. We had a good response to the number of people viewing our liturgies.

Our Year 6 students participated in a Year 6 Leadership day reflecting on their primary school years and their faith development and looking forward to their high school years. This was led by REC.

Our Year 5 students participated in a school led Leadership retreat day based which was led by our Assistant Principal.

In 2021 a number of our normal activities needed to be cancelled such as visits to AVEO retirement village due to COVID restrictions. We were unable to attend Parish Masses but when allowed we had whole school masses in our school hall. We had a large number of children enrolled in the Parish Sacramental Program and our REC supported them throughout the program. The school continued to fundraise for groups such as St Vincent De Paul, Catholic Missions and Caritas.

Christian Discipleship

All staff participated in Faith, Reason and Miracles by Michael Dennin. Prior to this in-service the staff had a number of discussions related to professional reading that were handed out prior to the day. This made staff aware of all members different view points and accepted where everyone was at with their opinions.

Religious Education and Curriculum

This year Our Lady of Victories took part in the Religious Literacy Test trial. Our cohort of students came second within the diocese and as a staff we were extremely pleased with this result.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

Curriculum

Our Lady of Victories honours its commitment to quality Catholic education through its provision of high-quality programs enabling each child to reach their full potential. We are a community of learning characterised by high expectations to achieve excellence, academic rigour, innovation and purpose, within an environment that engages, empowers and enables.

The curriculum at Our Lady of Victories is based on the NSW Education Standards Authority (NESA) Curriculum. Students receive instruction in all key learning areas. There are seven key learning areas taught from Kindergarten to Year 6. For more information our policies are available on our school website where you will find polices on Religious Education, English, Mathematics , Science & Technology, HSIE, Creative Arts, PDHPE.

<https://www.shortland.catholic.edu.au/curriculum>

Learning Support

Quality teaching is provided by exceptional educators at Our Lady of Victories and is very well resourced in terms of equipment and support personnel. Our Lady of Victories provides learning support services and special needs programs, including access to specialists in psychology, occupational therapy and speech pathology.

Providing a meaningful and inclusive learning program, Our Lady of Victories caters for the intellectual, spiritual, emotional, social and physical dimensions of each student. It fosters the wellbeing of all students and other members within its school community so that each person is “empowered and challenged to become lifelong learners with optimism and hope for the future”.

Our Lady of Victories aims to provide a fully inclusive mainstream learning environment that reflects the principles of the Disability Discrimination Act (1992) and the Disability Standards for Education (2005). All students are included in the activities of the school community and given opportunities and responsibilities that recognise their value to the community and provide positive learning and social experiences. Our commitment to the practices of purposeful inclusion reflects the Gospel values of respect, equality and social justice. Within a Christian framework, we provide a learning environment that is supportive and responsive to individual needs and differences and that recognises and celebrates the individual student's abilities and strengths.

WE AIM TO DO THIS BY:

- helping all students reach their full potential, academically, socially and emotionally
- identifying individual strengths and needs
- providing appropriate interventions where necessary
- fostering the growth of student confidence and independence in learning
- working collaboratively with parents and other specialists for the benefit of each student.
- providing the latest technologies to enhance their learning

STUDENTS SUPPORTED BY SPECIAL LEARNING AT OUR LADY OF VICTORIES HAVE NEEDS IN ONE OR MORE OF THE FOLLOWING AREAS:

- mental or physical disabilities (primary focus)
- learning difficulties
- English as second language (ESL)
- behavioural difficulties
- mental health concerns
- organisational issues
- social skills
- gifted and talented identification
- anger management
- literacy, maths/numeracy support
- general population (curriculum support)
- Aboriginal and Torres Strait Islander background

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	70%	54%	0%	11%
	Reading	75%	55%	0%	10%
	Writing	60%	53%	0%	7%
	Spelling	70%	50%	5%	13%
	Numeracy	45%	37%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	18%	35%	27%	14%
	Reading	36%	41%	9%	11%
	Writing	18%	20%	9%	18%
	Spelling	45%	38%	9%	14%
	Numeracy	36%	29%	18%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2021.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

At Our Lady of Victories we always seek opportunities to reach out to those in need in both our local and wider community. Our actions, both at school and the wider community, are central to our school's philosophy and values. A Mini Vinnies group, comprising of students from Years 3-6, continues to work together to support these initiatives. The group met every Monday at lunchtime under the facilitation of the school's Pastoral Care Worker.

Each year we support Project Compassion, Catholic Mission and St Vincent de Paul Society. The generosity and commitment of the students and their families reflect their awareness of the needs of others. We take very seriously our commitment to social justice and are very proud of our efforts in this area.

In 2021, we were not able to visit the local retirees nor conduct our ANZAC Liturgy for the RSL as we have done in the past due to COVID restrictions. As the restrictions eased towards the end of the year we were able to conduct our Year 5 Leadership Retreat and Buddy Training Programs in preparations for 2022. The school had a Pyjama Day and other small dress up days which were aimed at raising money for the St Vincent De Paul Charity Winter & Christmas Appeals.

A group of children assisted with the vegetable gardens and caring for the school's chickens.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

In 2021 our school reviewed our Mission and Vision statements and we revisited the Josephite charism in this process as well. Improved Religious literacy results by implementing multiple choice questions in the assessment of units taught in Religious Education occurred. We will continue to review the data from RE Literacy Test to ascertain areas of strength and areas to improve upon. We will continue to prioritise the teaching of RE and support teachers through the planning and implementation of units of work to engage quality learning for all students.

Improved writing through the improvement of Writing by focusing activities based on WOW and writing strategies. By the end of the year a whole school scope and sequence was to be developed for writing.

Update and implement Behaviour Management Policy and integrate with COMPASS. We will continue to inform and invite parents to communal celebrations and classroom events. Create events where more community/parental involvement is evident.

Priority Key Improvements for Next Year

We will be embedding the Positive Behaviours for Learning philosophies into our normal school routines and learning. A review of the Student Behaviour management plan is also being conducted and will be refined during 2022.

The Anti-Bullying and Harassment Policy will be presented to parents for consideration and input before being adopted.

The staff will continue to adopt the philosophies of the 14 Parameters of Lynn Sharatt's "CLARITY". Staff will continue to work in collaborative teams in the use of data to drive teaching and learning decisions. The use of data walls and Bump It Up walls focused on the "faces" of our students with students involved in creating their own learning goals. we will be exploring the "Walks & Talks" and embedding the Success Criteria and Learning Intentions in all classes to provide the students with the best learning they can have.

Community Satisfaction

The opinions and ideas of parents, students and teachers 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 teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

During the COSI review a survey of parents was conducted and an indication of their satisfaction was gauged.

91% parents agree that our school caters for the learning needs of all students

88% parents are aware of what their children are learning

75% of parents feel that their child is supported in their learning.

72% parents agreed that there is a high expectation to learn

72% parents agreed that assessment informs the learning

91% parents agreed that behaviour is managed well at OLV.

66% parents agree that there is a consistent approach to managing behaviour at OLV.

84% parents agreed that there are clear and fair school policies and procedures for behaviour management.

94% parents agreed that the school is a safe and inclusive environment.

81% parents that the school is highly regarded within the community

88% parents agreed that the school values the involvement of parents/carers.

81% parents agreed that there is open communication among parents and staff at OLV

81% parents that the leadership and organisation are strong in our school.

78% parents agreed that the school is well resourced and maintained.

This data would indicate a strong sense of satisfaction amongst parents.

Data from the 2021 "Tell Them From Me" indicates that parents were supportive of the Faith life of the children at Our Lady of Victories and that Behaviour was being well managed. OLV is challenged to make the school more inclusive and inviting and to ensure they are well informed of their children's progress and of school activities.

Student satisfaction

During the COSI review a survey of students was conducted and an indication of their satisfaction was gauged.

92% of students agreed that they receive regular feedback on their learning

96% of students agreed that there is a high expectation to learn and an overwhelming positive response to success criteria.

92% kids agreed that assessment informs the learning

52% kids agreed that behaviour is managed well at OLV.

88% kids agreed that the school is a safe and inclusive environment.

This data would indicate a strong sense of satisfaction amongst students.

Data from the 2021 "Tell Them From Me" indicates that children at OLV have a good sense of belonging to the school and have supports in place for behaviour and learning. They challenge us to provide extra curricular activities.

Teacher satisfaction

During the COSI review a survey of staff was conducted and an indication of their satisfaction was gauged.

93% staff agree that our school caters for the learning needs of all students

87% staff agreed that students receive regular feedback on their learning

97% staff agreed that assessment informs the learning

93% staff agree that there is a consistent approach to managing behaviour at OLV.

87% staff agree that there are clear and fair school policies and procedures for behaviour management.

93% staff agreed that children know and understand safety procedures

93% staff agreed that kids know how to access avenues of support and wellbeing.

93% staff agreed that the school is highly regarded within the community

100% staff agreed that the school values the involvement of parents/carers.

100% staff agreed that there is open communication among parents and staff at OLV and parents know what is happening.

100% staff agreed that the leadership and organisation are strong in our school.

93% staff agree that they are aware of the complaints and grievances policies and procedures at OLV.

87% staff agreed that the school is well resourced and maintained.

The data would indicate a strong sense of satisfaction amongst staff

Data from the last "Tell Them From Me" indicates that staff felt confident with how they were teaching and providing for the individual needs of the children in their class. They challenge the school to provide more in the way of access to technology and for the executive to observe and support their teaching practise.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$1,623,414
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$462,268
Fees and Private Income ⁴	\$209,009
Interest Subsidy Grants	\$6,583
Other Capital Income ⁵	\$93,890
Total Income	\$2,395,164

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$931
Salaries and Related Expenses ⁷	\$1,668,676
Non-Salary Expenses ⁸	\$504,952
Total Expenditure	\$2,174,559

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2021 REPORT