

2024

Annual School Report

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TOGETHER IN CHRIST



St John Vianney Primary School

60-66 Yambo Street, MORISSET 2264

Principal: Freda Pascoe

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

About this report

St John Vianney Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). 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 Strategic 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

It is my pleasure to present the 2024 Annual School Report for St John Vianney School Morisset, a vibrant community of faith, learning, and growth, nestled in the picturesque surroundings of Lake Macquarie and the Watagan Mountains. Guided by the values of the Catholic faith and the principles of the Maitland-Newcastle Diocese, our mission is to nurture the development of the whole person—academically, spiritually, physically, socially, and emotionally.

At St John Vianney, we are proud to provide a Catholic education that celebrates the dignity and uniqueness of every individual. As part of the East Lake Macquarie faith community, we work in partnership with families and the parish to educate our students within a nurturing, inclusive environment, helping them shine the light of Christ in the world. With respect, honesty, forgiveness, and a love for learning at the heart of all we do, we strive to instill values that empower students to contribute positively to society.

Our commitment to excellence is reflected not only in our academic achievements but also in our dedication to student welfare. Programs such as Positive Behaviours for Learning (PB4L), Kindergarten Buddies, Mindfulness and Social Emotional Learning groups has helped foster a supportive and inclusive environment. Additionally, students engage in diverse opportunities, including public speaking, ICAS Competitions, cultural experiences, water safety lessons, and a variety of sporting events, ensuring a well-rounded education.

As a Catholic school, we embrace our faith traditions and celebrate prayer and Gospel witness in our daily lives. Our dynamic teaching approaches integrate technology and innovation to prepare students for the contemporary world. This report highlights the achievements, challenges, and ongoing development of St John Vianney School during the 2024 school year, demonstrating our commitment to continuous improvement and excellence in education.

St John Vianney is a place where quality relationships thrive—our staff, parents, and students enjoy a culture of mutual respect and genuine care. Together, we uphold our mission to empower every child to reach their full potential, nurturing their faith and fostering a deep appreciation of God and creation.

I invite you to read this report to gain insight into the many achievements, challenges, and successes that have shaped our school community over the past year. As we look to the future, we remain committed to providing a safe, supportive, and enriching learning environment where every student can truly thrive.

Freda Pascoe

Principal

Parent Body Message

At St John Vianney School Morisset, we are deeply committed to fostering a warm, inclusive, and supportive community, and this commitment is reflected in the feedback we receive from parents. Families appreciate the school's nurturing environment, where every child feels a strong sense of belonging and acceptance. Parents consistently highlight the caring and approachable nature of our teachers, who take the time to understand each child's unique strengths and interests. They value the small-school atmosphere, where classrooms remain manageable in size, enabling personalized attention and better learning outcomes. The positive relationships between older and younger students further demonstrate the strong sense of community within our school, creating a culture of care and collaboration that is cherished by families.

A P & F Committee was once again established in Term 2 and meetings were held once a term via Teams. This has remained an area where dwindling numbers of parents attending has resulted in the inability to run P & F meetings. The P & F was able to hold many fundraising events during the year including the Mother's and Father's Day Stalls, and Easter and Christmas Raffles. Parent involvement in the school has been something that our TTFM data has expressed as an area of need and the school is committed to enhancing parent engagement.

This year saw the canteen move to being school-based with the employment of a Canteen Supervisor. This has had a positive impact on the school canteen with an improved menu, special food days and the ability to open for an additional day during the week due to demand. A small number of dedicated parents have continued to support the canteen and volunteer to assist the Canteen Supervisor.

Student Body Message

Students at St John Vianney School enjoy coming to school and feel safe and supported, as reflected in the TTFM survey data. High levels of student engagement are evident across various activities, with students particularly appreciating the upgraded playground and facilities.

Our student leadership program fosters responsibility and teamwork, starting with our Year 6 leaders. The team includes two School Captains, two Vice Captains, and Student Councillors who take turns conducting daily Morning Assemblies, assisting with events, representing the school at special occasions, and supporting the community whenever needed. Additionally, we have two Sports Captains for each Colour House—Blue, Green, and Red—who lead their

teams during swimming and athletics carnivals, maintain sports resources, and inspire others to do their best in sporting events.

Leadership opportunities extend beyond Year 6. All students from Kindergarten to Year 6 can participate in initiatives like Mini Vinnies and serve as Kindergarten Buddies, fostering collaboration and mentorship across year levels. Our Year 5 students also engage in leadership opportunities throughout the year, including a Leadership Development Day in Term 4 to prepare for their roles as senior students. After nominating for leadership positions, the newly elected leaders participate in a symbolic handover ceremony during the final days of school, marking their transition into leadership roles with pride and responsibility.

School Features

St John Vianney Catholic Primary School is a vibrant K-6 single-stream community connected to the St John Vianney Parish in Morisset. Since opening in 1962 with just 60 students, we have grown to educate 136 students across seven classes, offering a high-quality Catholic education rooted in the rich traditions of the Sisters of St Joseph. Our small-school environment fosters strong relationships and ensures that every child feels valued and supported.

Our campus provides a range of opportunities for learning and play, featuring a spacious oval with a cricket pitch, two playgrounds, and modern classrooms equipped with smart TVs. Students have access to iPads and laptops, enabling innovative and engaging learning experiences. Aboriginal education is a key focus, supported by an Aboriginal Education Teacher working four and a half days each week to improve outcomes for Indigenous students and integrate Aboriginal perspectives across the curriculum.

Located in the Lakes region of the Maitland-Newcastle Diocese, we serve families from Morisset and surrounding areas, including Dora Creek, Bonnells Bay, Cooranbong, and Wyee. Most students transition to St Paul's Catholic College in Booragul for secondary education.

Faith and community are central to our identity. Assemblies begin with an Acknowledgement of Country, often read by Aboriginal students, and we celebrate significant feast days such as St Joseph, St Mary of the Cross MacKillop, and our patron St John Vianney. Events like Catholic Schools Week, NAIDOC Week, and liturgies for Holy Week and Christmas enrich our spiritual life.

In 2024, students enjoyed excursions to Canberra, the Reptile Park, and Oakvale Farm, alongside swimming lessons and local library visits. Highlights of the year included Book Week, African Beats performances, 100 Days of School for Kindergarten, and weekly music lessons through the Music Bus. Mini Vinnies initiatives, such as the St Vincent de Paul Winter Appeal and Catholic Mission Week, highlighted our commitment to service and social justice.

The year concluded with a Whole School Christmas Concert and an End-of-Year Farewell and Graduation Mass, celebrating our students' growth and achievements. At St John Vianney, we are proud to offer a nurturing environment where every child is known, supported, and prepared for a bright future.

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 2024: Additional information can be found on My School website.

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 68 | 68 | 19 | 136 |

* 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 [Enrolment 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 2024 was 87.45%. 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 |
| 88.42 | 88.51 | 91.79 | 87.15 | 84.71 | 89.00 | 82.56 |

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 Professional Officer for School Enrolment 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 2024:

| | |
|------------------------------------|----|
| Total number of staff | 29 |
| Number of full time teaching staff | 7 |
| Number of part time teaching staff | 9 |
| Number of non-teaching staff | 13 |

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 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.

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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

At the heart of St John Vianney school's mission is the commitment to nurturing an environment where respect, forgiveness, honesty, and the pursuit of knowledge. These are central to our daily interactions.

Throughout the year, our students have exemplified these values through their actions, both in and out of the classroom. Not only have they demonstrated respect towards each other and the staff but also towards the teachings of the Church. The spirit of forgiveness has been evident in resolving conflicts and fostering harmonious relationships within our school community. Honesty has been a guiding principle in academic endeavors, shaping students with integrity. Our dedication to learning has led to remarkable progress academically, intellectually, and spiritually. Through engaging with the religious education curriculum, meaningful masses and liturgies, and Mission projects, our students have deepened their understanding of the Catholic faith and actively lived Jesus' teachings.

This year, the Mini-Vinnies team have led the school community in fundraising for Caritas, during Lent, Catholic Mission, during Mission month in October, and for our local St Vincent de Paul through the Christmas appeal. The students focused on the motto of "Never see a need without doing something about it" as they reached out to those less fortunate in our world and our local community.

The staff and students have enjoyed various formation opportunities throughout the year, focusing on Scripture, the symbols of the Catholic Church, kindness, and resilience. Year 5 engaged in formation for leadership, in preparation for their role as school leaders in 2025.

Working with students to build their spiritual selves is always a rewarding experience for teachers and something that is an integral part of Catholic education.

As we look towards the future, we are confident that the values instilled in our students will continue to guide them in their growth, both personally and spiritually. Together, as a community of learners, we strive each day to do our best, inspired by the example of St. John Vianney. I am immensely proud of our students, staff, and parents for their unwavering support and commitment to our shared mission.

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 and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

St John Vianney School delivers an educational program based on the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) include English, Mathematics, Science and Technology, Human Society and Its Environment, Creative Arts, and Personal Development, Health, and Physical Education. Our curriculum is structured around achieving outcomes for each learning area, integrating general capabilities to support learning across disciplines.

In 2024, our School Improvement Plan (SIP) focused on using data to better understand and meet the specific needs of our learners. Comprehensive professional development was provided to staff, enhancing their ability to analyse various data sets. A key focus was on spelling, where teachers from K-6 adopted evidence-based strategies to establish consistent practices across classrooms. This initiative also included creating a structured framework to monitor and track student progress.

To support targeted learning, additional staff were allocated to classrooms during reading and spelling sessions to facilitate small group interventions tailored to individual needs. We implemented an online data wall for spelling and maintained a physical Mathematics data wall, using Essential Assessment data to support numeracy instruction.

In Years 3-6, we successfully integrated the new English and Mathematics syllabus, leveraging a collaborative approach to explore resources and design grade-specific scope and sequences. Emphasis was placed on using high-quality texts to engage students and enrich their learning experiences.

Professional growth remained a priority through Professional Learning Teams and Case Management Meetings, which fostered collaborative discussions on student data, teaching strategies, and methods to track progress. Using a collaborative inquiry-based approach, teachers identified areas for improvement, implemented effective strategies, and measured

their impact on student outcomes. Leadership and teaching staff further deepened their understanding of instructional practices by participating in Learning Walks and Talks to observe and reflect on teaching and learning processes.

Aligned with Lyn Sharratt's "Clarity" framework, we established clear learning intentions, success criteria, and incorporated the "third teacher" (classroom environment) into every lesson. Staff received professional development on providing actionable feedback, using it as a vital tool to assess, monitor, and enhance student learning outcomes.

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).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St John Vianney Primary School for 2024 is reported in the table below.

| NAPLAN RESULTS 2024 | | Percentage of students in the top 2 proficiency standards | |
|---------------------|-------------------------|---|-----------|
| | | School | Australia |
| Year 3 | Grammar and Punctuation | 22% | 54% |
| | Reading | 30% | 66% |
| | Writing | 56% | 68% |
| | Spelling | 19% | 61% |
| | Numeracy | 26% | 63% |
| NAPLAN RESULTS 2024 | | Percentage of students in the top 2 proficiency standards | |
| | | School | Australia |
| Year 5 | Grammar and Punctuation | 53% | 65% |
| | Reading | 82% | 71% |
| | Writing | 47% | 67% |
| | Spelling | 41% | 68% |
| | Numeracy | 29% | 55% |

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 Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). 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.

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.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

At St John Vianney, communication between teachers and parents is central to our strong school community. Regular face-to-face meetings, combined with platforms like COMPASS, the newsletter, and Facebook, ensure a transparent and consistent flow of information. The school's close-knit nature fosters a family-friendly atmosphere, which is deeply valued by the parent community. Teachers and parents collaborate closely to support the holistic development of each child, celebrating their successes together as a united community.

The 2024 Tell Them From Me survey affirmed that St John Vianney excels in fostering a robust culture of faith and formation. Parents highlighted the school's welcoming environment, its commitment to student safety, and the strong support teachers provide for children's learning.

While the school's strong partnerships with parents are a point of pride, increasing parent engagement in school events and committees is an area we are focused on developing further.

Student satisfaction

Students from St John Vianney Primary School completed the Tell Them From Me survey, which looked at how engaged they feel in their school life. The results showed that most students feel a strong sense of belonging and enjoy participating in sports and other activities, though fewer students join clubs as they move from Year 4 to Year 6. Boys were more involved in sports and social activities, while girls were more focused on their learning and schoolwork.

The survey highlighted areas where we can improve, such as offering a wider range of activities to suit different interests and ensuring all students feel confident and supported in their learning. Programs to build students' confidence, strengthen friendships, and develop resilience are key to helping all children thrive.

At St John Vianney, we are dedicated to creating a positive and inclusive school environment where every child feels safe, supported, and excited to learn.

Teacher satisfaction

Recently teachers completed the Tell Them From Me Survey which provided an opportunity to share their thoughts on what helps students succeed. The results show that our school is performing well, with an overall score above the regional average. Teachers feel supported by school leaders, particularly in creating a safe and positive environment, and value opportunities to work together to share ideas and strategies to engage students. Our school was also rated highly for being inclusive and ensuring students with special needs are supported.

At the same time, there is room for improvement, particularly in how technology is used to support learning. Helping students set and track goals using technology scored lower, and teachers identified the need for clearer examples to help students understand how to achieve higher grades. These results highlight our school's commitment to quality education. Moving forward, we will focus on addressing these areas for growth while continuing to build on our strengths to provide the best outcomes for all students.

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 2024 year is detailed below:

| Recurrent and Capital Income 2024 | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$2,511,579 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$678,947 |
| Fees and Private Income ⁴ | \$415,352 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$127,647 |
| Total Income | \$3,733,525 |

| Recurrent and Capital Expenditure 2024 | |
|--|--------------------|
| Capital Expenditure ⁶ | \$1,258,900 |
| Salaries and Related Expenses ⁷ | \$2,726,866 |
| Non-Salary Expenses ⁸ | \$1,185,839 |
| Total Expenditure | \$5,171,605 |

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 2024 REPORT