



Catholic Schools
DIOCESE OF MAITLAND-NEWCASTLE

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



St John Vianney Primary School

60-66 Yambo Street, MORISSET 2264

Principal: Mark Konik

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

mn.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) which forms part of the broader system of schools governed by Catholic Schools NSW. 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

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 2025 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.

Mark Konik

Principal

Parent Body Message

St John Vianney School, Morisset, remains committed to fostering a warm, inclusive, and supportive community. This commitment is consistently reflected in parent feedback, which highlights the school's nurturing environment where every child experiences a strong sense of belonging and acceptance. Parents frequently commend the caring and approachable nature of our teachers, who take time to understand each child's individual strengths and interests. The small-school setting continues to be valued for its manageable class sizes, enabling personalised attention and improved learning outcomes. Positive relationships between older and younger students further reinforce the strong sense of community, creating a culture of care and collaboration that families deeply appreciate.

The Parents and Friends (P&F) Committee was re-established in Term 2, with meetings held once per term via Teams. Despite this, attendance has remained low, limiting the ability to run meetings effectively. Nevertheless, the P&F successfully organised several fundraising initiatives throughout the year, including Mother's and Father's Day stalls and Easter raffle. Parent engagement has been identified as an area for growth through Tell Them From Me (TTFM) data, and the school remains committed to strengthening partnerships with families.

Student Body Message

Students at St John Vianney School report high levels of safety, support, and enjoyment in attending school, as reflected in the Tell Them From Me (TTFM) survey data. Engagement remains strong across a range of activities, with particular appreciation expressed for the upgraded playground and improved facilities.

Our student leadership program continues to foster responsibility, teamwork, and service. Year 6 students lead this initiative, with two School Captains, two Vice Captains, and Student Councillors who rotate responsibilities such as conducting daily morning assemblies, assisting with school events, representing the school at official occasions, and supporting community activities. In addition, two Sports Captains for each Colour House—Blue, Green, and Red—provide leadership during swimming and athletics carnivals, maintain sports equipment, and encourage participation and excellence in sporting events.

Leadership opportunities extend beyond Year 6. Students from Kindergarten to Year 6 are actively involved in initiatives such as Mini Vinnies and the Kindergarten Buddy Program, promoting collaboration and mentorship across year levels. Year 5 students also participate in leadership development activities throughout the year, including a Leadership Development Day in Term 4 to prepare them for senior roles. Following nominations and elections, newly appointed leaders take part in a formal handover ceremony during the final

days of the school year, symbolising their transition into leadership with pride and responsibility.

School Features

School Profile and Community

St John Vianney Catholic Primary School is a vibrant, single-stream K–6 learning community closely connected to the St John Vianney Parish in Morisset. Established in 1962 with an initial enrolment of 60 students, the school has grown to educate 136 students across seven classes, providing a high-quality Catholic education grounded in the traditions of the Sisters of St Joseph. Our small-school environment fosters strong relationships and ensures that every child is known, valued, and supported.

Facilities and Learning Environment

The school campus offers diverse opportunities for learning and play, including a spacious oval with a cricket pitch, two playgrounds, and modern classrooms equipped with smart TVs. Students have access to iPads and laptops, supporting innovative and engaging learning experiences. Aboriginal education remains a key priority, with an Aboriginal Education Teacher employed for four and a half days each week to enhance outcomes for Indigenous students and embed Aboriginal perspectives across the curriculum.

Community and Faith

Located in the Lakes region of the Maitland-Newcastle Diocese, the school serves families from Morisset and surrounding areas, including Dora Creek, Bonnell's Bay, Cooranbong, and Wyee. Most students transition to St Paul's Catholic College, Booragul, for secondary education. Faith and community are central to our identity, with assemblies beginning with an Acknowledgement of Country, often led by Aboriginal students. The school celebrates significant feast days, including St Joseph, St Mary of the Cross MacKillop, and our patron St John Vianney, alongside events such as Catholic Schools Week, NAIDOC Week, and liturgies for Holy Week and Christmas.

Student Experiences and Enrichment

In 2025, students participated in a range of excursions and activities, including visits to Camp Toukley, the Australian Reptile Park, and Oakvale Farm, as well as swimming lessons and local library visits. Highlights of the year included Book Week celebrations, African Beats performances, the Kindergarten 100 Days of School milestone, and weekly music lessons delivered through the Music Bus program. Service and social justice initiatives were promoted through Mini Vinnies activities, including the St Vincent de Paul Winter Appeal and Catholic Mission Week.

The year concluded with a Whole School Christmas Concert and an End-of-Year Farewell and Graduation Mass, celebrating student growth and achievement. St John Vianney Catholic Primary School remains committed to providing a nurturing environment where

every child is supported to thrive academically, spiritually, and socially, preparing them 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 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
56	62	15	118

* 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.

Student Attendance Rates

The average student attendance rate for 2025 was 89.96%. 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
89.05	91.61	89.34	91.74	89.57	87.91	90.51

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carer are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	28
Number of full time teaching staff	6
Number of part time teaching staff	12
Number of non-teaching staff	10

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at St John Vianney Primary School in 2025:

Conditional Teachers	0
Provisional Teachers	0
Proficient Teachers	16

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)

Faith Formation and School Values

At the heart of St John Vianney Catholic Primary School's mission is a commitment to nurturing an environment grounded in respect, forgiveness, honesty, and a love of learning. These values underpin our daily interactions and guide the formation of our students.

Throughout the year, students have demonstrated these principles both within and beyond the classroom. Respect has been evident in their relationships with peers, staff, and in their engagement with the teachings of the Church. The spirit of forgiveness has supported conflict resolution and strengthened harmony within our community. Honesty has remained a cornerstone of academic integrity, while a dedication to learning has fostered growth academically, intellectually, and spiritually.

Through participation in the Religious Education curriculum, meaningful liturgies and Masses, and mission-focused projects, students have deepened their understanding of the Catholic faith and actively lived out the teachings of Jesus.

Mission and Service

The Mini Vinnies team led the school community in several charitable initiatives, including fundraising for Caritas during Lent, Catholic Mission during Mission Month in October, and the St Vincent de Paul Christmas Appeal. Guided by the motto, "Never see a need without doing something about it," students reached out to support those in need locally and globally.

Formation and Leadership Development

Staff and students engaged in a variety of formation opportunities throughout the year,

focusing on Scripture, Catholic symbols, kindness, and resilience. Year 5 students participated in leadership formation in preparation for their roles as school leaders in 2025. Supporting students in their spiritual development remains a rewarding and integral aspect of Catholic education.

As we look ahead, we are confident that the values instilled in our students will continue to guide their personal and spiritual growth. Together, as a community of learners, we strive each day to live out our mission, inspired by the example of St John Vianney. We acknowledge and thank our students, staff, and families for their unwavering commitment and support throughout the year.

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 embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

Our 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 (HSIE), Creative Arts, and Personal Development, Health and Physical Education (PDHPE). Our curriculum is structured around syllabus outcomes and content for each learning area, complemented by general capabilities that support learning across the curriculum.

In 2025, our School Improvement Plan focused on achieving one year's growth for one year's learning in reading and spelling through the implementation of consistent, evidence-based practices. Key priorities included:

- Embedding school wide literacy practices informed by research, particularly in spelling and reading.
- Explicit teaching of phonics across all stages.
- Consistent small group reading instruction using evidence-based strategies.
- Morphology and etymology were incorporated into spelling instruction, strengthening students' understanding of word structure and meaning.
- Modelled, guided, and independent reading instruction, with assessment of fluency and flexible grouping.

Our commitment to professional growth was evident through prioritising collaborative inquiry, where teachers analysed student data, identified areas of need, and explored effective strategies to enhance achievement. Professional learning supported teachers in refining their practice through observations, modelling, and collaborative planning. Teachers also engaged in professional development to familiarise themselves with the new PDHPE and HSIE syllabuses, ensuring readiness for curriculum changes.

Data analysis was a key focus, with staff examining NAPLAN, CogAT, PAT, and school-based assessments to identify trends and inform targeted interventions. Support staff were allocated to classrooms during reading, writing and spelling sessions, enabling small group interventions tailored to individual needs.

Students were supported by a dedicated learning support team who worked collaboratively with classroom teachers to implement differentiated literacy and numeracy interventions. An Aboriginal Education Teacher provided targeted support for Aboriginal and Torres Strait Islander students and ensured an Aboriginal perspective was embedded across KLAS. Additionally, our EALD teacher supported students from culturally and linguistically diverse backgrounds.

We continued to expand our digital resources, purchasing iPads for K–4 to enhance learning and enable students to engage with a range of digital platforms for creating and presenting work.

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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	21%	54%
	Reading	21%	66%
	Writing	50%	76%
	Spelling	50%	62%
	Numeracy	57%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	67%	63%
	Reading	89%	73%
	Writing	67%	65%
	Spelling	67%	69%
	Numeracy	44%	69%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The School is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The School's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the School. The School does not permit or condone the use of corporal punishment by any School personnel or non-School individuals, including parents, as a means of discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The School implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the School and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle 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

Effective communication between teachers and parents remains central to the strong sense of community at St John Vianney Catholic Primary School. Information is shared regularly through face-to-face meetings and digital platforms, including COMPASS, the school newsletter, and social media, ensuring transparency and consistency. The school's close-knit environment fosters a family-friendly atmosphere that is highly valued by parents. Teachers and parents work collaboratively to support the holistic development of each child, celebrating achievements as a united community.

The 2025 Tell Them From Me survey affirmed that St John Vianney continues to excel in promoting a culture of faith and formation. Parents highlighted the welcoming nature of the school, its commitment to student safety, and the strong support provided by teachers for student learning.

While partnerships with parents remain a significant strength, increasing parent engagement in school events and committees has been identified as a key area for future development.

Student satisfaction

Students at St John Vianney Catholic Primary School participated in the Tell Them From Me (TTFM) survey, which provided insights into their level of engagement and sense of belonging within the school community. Results indicate that the majority of students feel safe, supported, and enjoy their school experience. Participation in sports and co-curricular activities remains strong; however, the data suggests a decline in club involvement as students progress from Year 4 to Year 6.

The survey also highlighted differences in engagement patterns, with boys more actively involved in sports and social activities, while girls demonstrated a stronger focus on learning and academic pursuits.

Areas for growth identified through the survey include expanding the range of activities to cater to diverse student interests and continuing to build confidence, resilience, and positive peer relationships. These priorities will inform future programs aimed at ensuring all students feel empowered and supported in their learning journey.

St John Vianney remains committed to providing a positive, inclusive environment where every child feels safe, valued, and motivated to achieve their best.

Teacher satisfaction

Teachers at St John Vianney Catholic Primary School participated in the Tell Them From Me (TTFM) survey, providing valuable insights into the factors that support student success. Results indicate that the school is performing strongly, achieving an overall score above the regional average. Staff reported feeling well supported by school leadership, particularly in fostering a safe and positive learning environment, and expressed appreciation for opportunities to collaborate and share strategies to enhance student engagement. The school was also rated highly for inclusivity and the provision of support for students with additional needs.

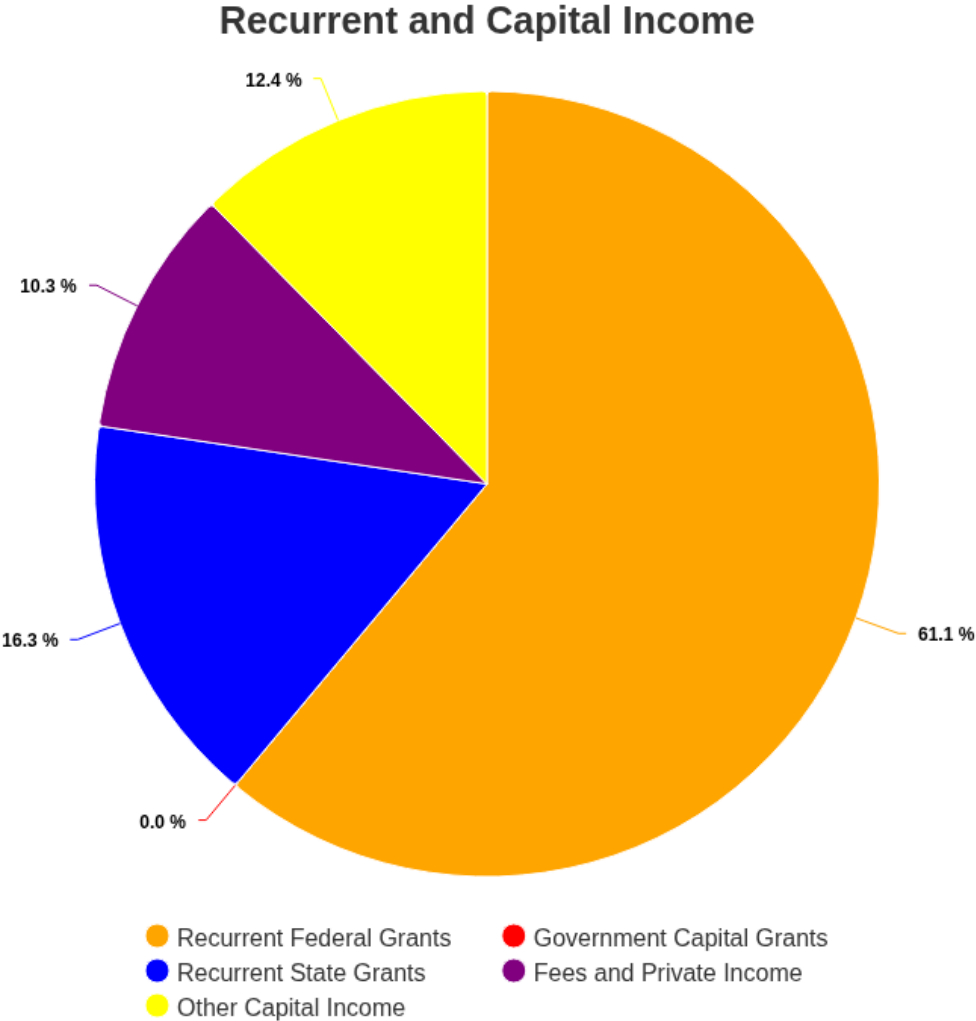
The survey identified areas for further development, particularly in the use of technology to support learning. Lower scores were recorded in relation to helping students set and track goals using technology, and teachers highlighted the need for clearer examples to assist students in understanding how to achieve higher academic standards.

These findings reinforce the school's commitment to continuous improvement and quality education.

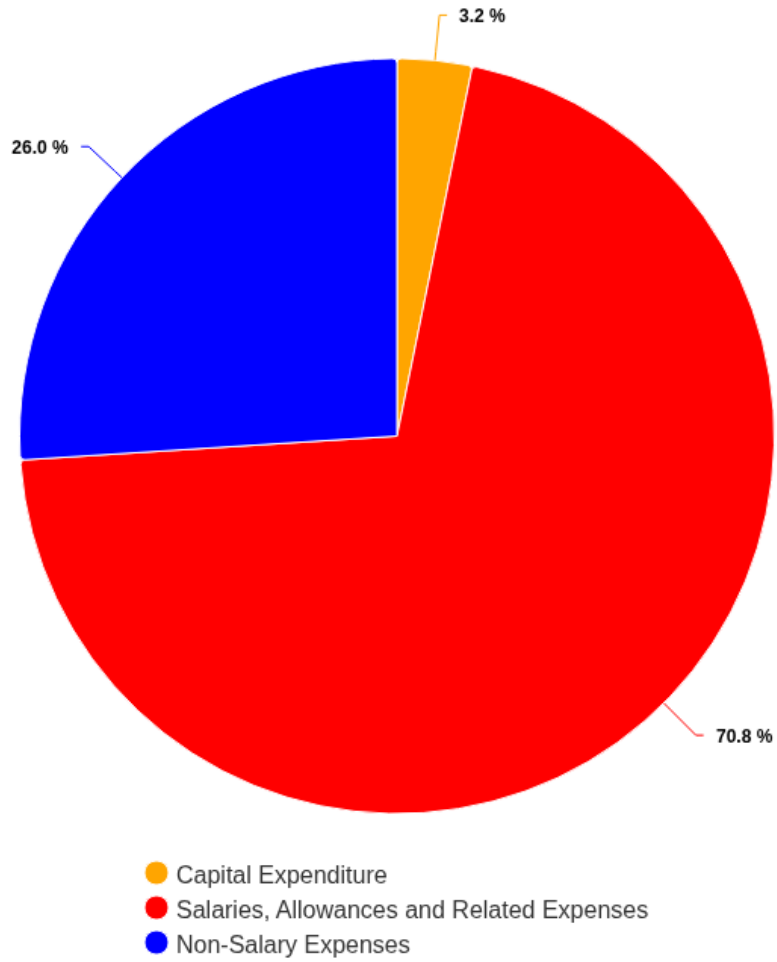
Financial Statement

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 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT