



2018

ANNUAL SCHOOL REPORT

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St John Vianney Primary School, MORISSET

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About the Annual School Report

St John Vianney Primary School is registered by NESAs as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2017 and gives information about 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

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

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

In 2018 enrolments steadied and by the end of the year the school had 175 children enrolled. In 2018 a major refurbishment of the children's toilets and canteen took place. This opens in February 2018.

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

Simon Devlin
Principal

Parent Body

Our 2018 President ran a successful P&F Committee which oversaw the fundraising efforts for St John Vianney School. The committee met the first Monday of each month at 7pm. In 2018 we had several guest speakers attend the meetings. The P/F held many fundraising events during the year including Mother's Day Stall, Father's Day Breakfast, Easter and raffles. The P/F have been very supportive of the school and donated \$3000 towards robotics and \$2000 towards outdoor furniture, \$750 was provided towards a hardship fund for families. The School's Canteen Committee has continued with menu changes designed to provide children with a healthy range of foods with minimal impact on families. The canteen now operates Monday and Wednesday through the generous support of our volunteers. The Canteen was closed in Term 4 due to refurbishment.

The P/F raised \$4000 at the Christmas night to go towards supporting a family in the school who had a child in hospital and would be indefinitely.

Student Body

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

SCHOOL FEATURES

History of the school

St John Vianney School commenced operation on 17 January 1962 with 60 pupils and continues to grow with the rich educational and spiritual traditions passed down to the lay staff by the Sisters of St Joseph. The school currently has 180 students and over the past 10 years has grown by 50%. We now have 7 classes K-6 and provide a quality education in a strong Catholic setting supported by our local parish..

Location/Drawing Area

St John Vianney is in the Lakes region of Catholic schools in the Maitland-Newcastle Diocese; there are 10 other schools in the region. The nearest Catholic School is St Josephs at Kilaben Bay. The children at SJV come from the local area including the towns of Dora Creek, Morisset, Morisset Park, Bonnells Bay, Silverwater, Mirrabooka, Brightwaters, Cooranbong, Wyee and Wyee Point. The students when they complete Year 6 at SJV often go to St Paul's Catholic College, Booragul to complete high school.

Catholic Identity and Mission

Catholic Imagination and Spirituality

St John Vianney's Catholic Identity is central to all aspects of who we are and is the cornerstone of our existence. Our conducive Christian community is present at SJV through the ongoing development of relationships amongst staff, parents, students and parish. At SJV staff members possess a caring attitude and a willingness to help each other. As a Catholic community we gather every morning to welcome each other and pray our school prayer together. Jesus is at the forefront of all we do and at SJV we look for the Spirit of Jesus in ourselves and others.

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

Family, Parish and Diocesan evangelising and catechesis

SJV is a vital part of the parish and this partnership supports the students' developments and knowledge of Catholic tradition. The school communicates with the parish through bulletins, school newsletters and formal meetings between the REC, Principal and Parish Leadership Team. The principal is a member of the Parish Pastoral Council and attends meetings twice per month. The school staff regularly attend parish events and the parish are invited to school liturgies, Masses and celebrations. At the beginning of the school year, at Sunday Mass, the school leaders and new students are welcomed by the parish. Our school leaders and Principal attend Diocesan Masses and ANZAC Day/Remembrance Day Community Services. Sr Margaret our Pastoral Care Worker, facilitates "Conversations about Catholics" for parents/parishioners to meet informally to talk about Catholic tradition, rituals, the sacraments and prayer. Many parishioners assist with the LAP program.

Christian Discipleship

SJV staff have regularly and enthusiastically participated in Staff Spirituality Days. Staff participated in an overnight spirituality day focused on the Pope's Francis' encyclical called: "The Joy of the Gospel." Throughout the day staff were able to self-reflect on their relationship with Church. To culminate the day staff spent time locating a scripture passage that spoke to them and transferred this into artwork. Regular updates of spirituality courses and retreats are advertised in the staffroom and shared via email. The school continues to support a range of social justice issues through its Mini Vinnies Group. They organised fundraising for a range of charities and special events throughout the year. In addition, our school community raised a substantial amount to donate to families in our school who have children who are unwell.

Religious Education and Curriculum

The school implements the Diocesan K-12 Religion Syllabus which promotes the knowledge and understanding of the story, experiences and teachings of the Catholic community. Religion lessons involve exploring the Catholic Community through the four strands of Jesus and Scripture; History and Beliefs; Celebration and Prayer and Justice and Morality. RE is timetabled for 150 hours per week and units include curriculum differentiation and a variety of learning activities to encourage deep thinking and creative responses. There was a number of resources bought throughout the year to support the introduction of the new units and to build on existing RE units. Quality RE work is shared with other classes on assembly and successes are celebrated. The school participates in Liturgy and celebrates the Eucharist on special occasions. Prayer is a focus in every class and meditation was explored a means of praying. An analysis of Religious Literacy data saw an identification of areas of need and staff participated in professional development to assist us in improving Religious Literacy across the school.

Initiatives Promoting Respect and Responsibility

The students at SJV are encouraged to support the wider community through prayer, financial support and service. An awareness of social justice and opportunities for action in this area is an important part of our school life. The Mission statement is prominently displayed and recited by students each assembly and our gospel values are highlighted every day in class and on assembly. The Mini Vinnies group, approximately 25 students, helped raise funds and supported Caritas (Project Compassion), Catholic Mission and St Vincent De Paul. In 2018, the school raised \$2170 for charities, which included supporting our local farmers. We are a PBS school and this year we continued to embed Making Jesus Real. As a school we focused on the attitudes and values we possess and where we see the Spirit of Jesus in those around us. The Buddy Program for Kinder helps the new students adjust to "Big School" and allows the year 5 buddies to develop social skills and friendships. Our school leaders and school councillors lead assemblies and welcome visitors. The environmental group promotes stewardship of creation as they assist students to recycle and care for our school.

Student Profile

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

LBOTE*	SWD*	Indigenous
13	13	11

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

Enrolling at a Catholic School

Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
K	30
Year 1	25
Year 2	31
Year 3	29
Year 4	24
Year 5	17
Year 6	20
Total	176

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
92	93	93	93	92	93	93	92

Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

Pastoral Care and Wellbeing

Student Welfare Policy

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

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

The LST in consultation with parents and class teachers developed Individual Education Programs for students with special needs. In 2018 our pastoral care worker assisted with student welfare and was responsible for coordinating class parents. Under her guidance the LAP program grew and we were able to support 8 children.

Discipline Policy

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

In 2018 the Positive Behaviour Framework continued. This links closely with our school mission statement. The emphasis with this framework is to be proactive and consistent when teaching children about appropriate behaviours.

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

Where issues of a serious nature concerning consideration of suspension or expulsion are being required, St John Vianney's Policies are underpinned by the Catholic Schools Policy of Pastoral Care 2003. In particular, attention is given to procedural Fairness and the steps outlined on p13 of this document.

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

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

Anti-Bullying Policy

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

The school has a Anti-Bullying policy and a framework to address any issues.

Complaints and Grievances

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

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

School Improvement

School Improvement Plan

CATHOLIC FORMATION

- Quality teaching of Religion
- Faith formation

LEARNING

- Collaborative Learning
- Use of data
- Differentiation

LEADERSHIP

- Accreditation

SERVICE/GOVERNANCE

- WHS
- Community Engagement
- Compliance

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
Strengthen opportunities for staff to meet in professional learning teams to focus on the specific areas of need.	* Identify and support Gifted children in the school
Review the reporting process and how we report to parents in the written reports and the interview process.	* Gain a consistent approach to the teaching of Reading
A school wide focus and development of the teaching of Reading	* Create a culture of Collaboration through the consolidation of Professional Learning Teams

Academic Achievements

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

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

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

The school values academic excellence and encourages the students to participate in a wide range of external competitions. In 2018 the primary students participated in the NSW University English, Science, Writing, Spelling, Mathematics and Digital Technologies Competitions. Stage One students participated in the Regional Public Speaking Competition, with one student progressing to Diocesan level. A group of stage three students competed in Tournament of the Minds. A group of year 6 students participated in an

online Mathematics competition 'Have Sum Fun Online'. Stage 3 students were selected to participate in the Newcastle Permanent Mathematics Competition.

Cultural achievements

Term One saw the continuation of our Dance Fever program for K-6. In Term Two, Lake Macquarie City Council came to the school and presented a Water Safety talk to Kinder, Year 3 and Year 6. Weekly Gymnastic lessons were held.

During Term Three, Music was taught to each class, with the true meaning of Christmas being told through song and dance, and titled 'Teach the Children'.

Year 5 and 6 went to Aussie Bush Camp and the Power House Museum. Year 4 visited Cockatoo Island and Year 3 explored the Aboriginal sites around Redhead. Year 2 attended Sydney Aquarium and Wildlife World. Year 1 explored the Shortland Wetlands and Kinder visited the Oakvale Farm.

Year 6 teachers organised a Science Fair for the whole school during Science Week. One of the activities was a Paper Plane Competition, with one of our Year 6 boys qualifying to compete in Sydney and coming second.

In Term 3, the children experienced the incursion 'World of Maths'. Lake Macquarie City Council visited and performed their 'Rubbish Show' to encourage the children to recycle correctly.

Sporting achievements

In 2018 the students were provided with opportunities to participate in a variety of different sports, not only at the school level, but also at a Regional, Diocesan and State level.

Children participated in the Paul Harragon Cup, Waratah Shield for cricket, Cricket day 'run' by Sydney Sixes as well as Soccer and Netball Gala days. We had several children represent our region in swimming and athletics, as well as the Diocesan Cross Country.

The Active after School Community program was offered on Tuesday and Thursday afternoon in Term 3. This Government Funded program provided specialist coaching in softball as well as promoting sport and active lifestyle.

In 2018 we continued with a Gymnastics program in Term Two, and introduced a Tennis and fitness program in Year One, which were well received by the children and which the parents also commended.

Year One were privileged to have their swimming skills improved, by attending a ten day intensive program.

Student Achievements

Performance in National Testing

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

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

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	66.70%	75.70%	11.10%	8.70%
	Writing	25.90%	71.70%	11.10%	10.00%
	Spelling	74.10%	69.60%	7.40%	12.50%
	Grammar	70.40%	73.10%	14.80%	11.30%
	Numeracy	59.30%	66.80%	25.90%	11.50%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	56.30%	65.50%	18.80%	12.80%
	Writing	37.50%	43.70%	12.50%	23.40%
	Spelling	62.50%	63.90%	12.50%	13.50%
	Grammar	50.00%	64.40%	18.80%	14.30%
	Numeracy	43.80%	57.50%	12.50%	14.10%

Staffing Profile

Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	15
II. Teachers at Highly Accomplished/Lead	0

Workforce Composition

Number of Staff	
Total teaching staff	15
Total non-teaching staff	7
Grand total	22
Percentage of teachers who are indigenous	0

Teacher Attendance

96%

Teacher Retention

100%

Professional Learning Undertaken

In Term One, staff attended a staff Spirituality Day at a venue in Lovedale for a day of reflection through art.

All teaching staff met with a member of their executive to discuss their PP&D goals for the year, as well as discussing the school and team goals.

In Term 1 two members of the Executive attended two days on School Improvement Training in preparation for our COSI External Review process.

All teachers took part in Educator Impact early in the year, which involved observing one another teach and giving constructive feedback to enable each of us to improve aspects of our teaching, which in turn improves the students' learning outcomes. Observations continued in Term 3 & 4 by the Principal and Leading Teacher, focusing on the Literacy Block and then a meeting was held to provide feedback to the teachers on their lesson content.

Two members of the executive attended the Leadership Course offered by the CSO.

On the first day of Term 3, all staff attended the Wellbeing Conference at Newcastle University, where all were able to attend a variety of workshops.

Staff updated their CPR qualifications with Helen Notley.

They also completed their Anaphylaxis training update early in Term 1.

Some CSO staff conducted PD for staff on Gifted Education, How to Teach Reading, organising the Literacy Block in the Infants, Science and Digital Technologies. Staff were involved in the COSI External Review, as well as the COSI Curriculum Focus Day.

Executive staff attended their respective assembly days and conferences, as well as the REM meetings.

Parent, Student and Teacher Satisfaction

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

Parent Satisfaction

Parent participation is strongly encouraged in both formal and informal situations.

The many incidental contacts we have with parents indicate that many parents with children from all classes respect and appreciate the friendly openness of the staff; the fairness of handling issues and the availability of staff. Parents understand and appreciate that the staff at this school are supportive of all students. They are aware that the executive of the school do respond in a positive manner on issues that cause concern. 64% of parents surveyed believe the leadership is strong and supportive at the school.

The COSi survey taken this year indicates that 80% of parents strongly agree/agree that the school is held in high regard in the community. 76% of parents believe our school promotes a safe and inclusive environment that respects the dignity of all individuals. 88% believe our school encourages and values parents/carers being involved in the life of the school.

The the School App continues to be a huge success and a wonderful tool for communication.

Student Satisfaction

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

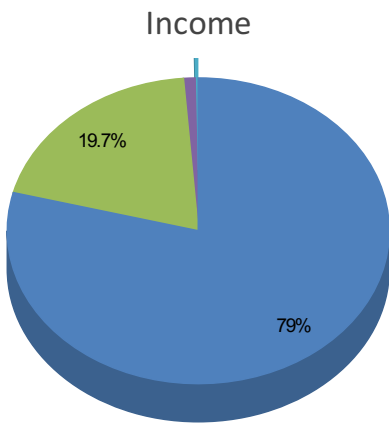
Students are very happy to volunteer to represent the school at the various cultural, sporting and academic opportunities provided by staff

Staff Satisfaction

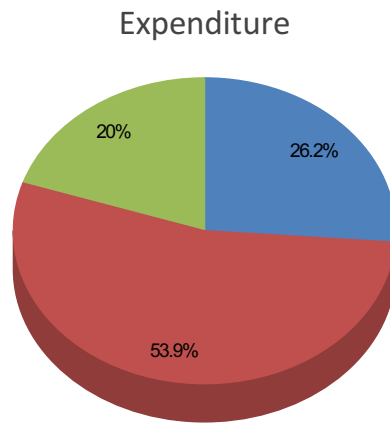
The staff retention rate indicates that staff are happy with the school. All staff continually support the school community by attending the many school and parish events throughout the year. Staff have continually provided many opportunities for the children at SJV. many of these opportunities are often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

100% of staff surveyed believe we provide a quality learning environment for the children. 80% of staff believe the resources and buildings of the school are adequate. 100% of staff believe we have strong leadership and they feel supported.

Staff attendance remains high and the completion of programs, assessments and the willingness of staff to attend Professional Development indicate staff satisfaction with their positions.



- Commonwealth Recurrent Grants (79%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.7%)
- Fees and Private Income (1%)
- Other Capital Income (0.3%)



- Capital Expenditure (26.2%)
- Salaries and Related Expenses (53.9%)
- Non-Salary Expenses (20%)

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,055,211
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$513,478
Fees and Private Income ⁴	\$25,359
Other Capital Income ⁵	\$6,932
Total Income	\$2,600,980

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$900,203
Salaries and Related Expenses ⁷	\$1,850,592
Non-Salary Expenses ⁸	\$685,590
Total Expenditure	\$2,536,182

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.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESAs, The Parents and Friends Association, the Parish Priest and to all parents.

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

St John Vianney Primary School

MORISSET

Phone: 4973 4073

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