

ANNUAL SCHOOL REPORT 20 23



Villa Maria Catholic Primary School

Mark Street, HUNTERS HILL 2110

Principal: Mrs Hannah Schneider

Web: <https://vmhuntershill.syd.catholic.edu.au/>

About this report

Villa Maria Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools Ltd (SCS) as trustee for the Sydney Catholic Schools Trust, the 'Proprietor' with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report to the Community provides parents and the wider School community with fair, reliable and objective information about School performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the School community and SCS. This Report has been approved by SCS who monitors that the School has appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation.

This Report complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School's website.

Message from key groups in our community

Principal's Message

Villa Maria Catholic Primary School is a K–6 coeducational school in the Holy Name of Mary Parish, where students are valued and difference is respected and celebrated. We are a strong and vibrant Catholic community where the partnership between students, staff, parents and the parish is fostered and celebrated. This Annual Report provides us with an opportunity to publicly celebrate the efforts and achievements for 2023 as well as identify areas that we can continue to develop and improve on well into the future. Our strong relationship with Father Brian, Father Alik and the parish has continued to nurture and support our community and I am grateful for the community's continual commitment to the academic, pastoral care and faith life of all students at Villa Maria Catholic Primary School.

Villa Maria continues to maintain its commitment to ensuring the respect and dignity of each individual and endeavours to support the parents in this community in their role as primary educators of their children. We are empowered by our Villa values of Faith, Hope, Courage and Generosity, to develop loving, respectful relationships to actively make a difference in the world. Our highly dedicated and caring staff are committed to helping our students to Live, Learn and Shine in all they do. Our collaborative partnership with parents and the community inspires our students to be confident, innovative and resilient learners who strive for excellence in all they do.

Academically, we have accomplished so much throughout the year with an explicit focus on English, Mathematics and Wellbeing. Our students' passion for learning has further been reinforced through excellent results achieved in many different curriculum areas. This achievement is underpinned by our staff's commitment to providing exciting, challenging learning environments and opportunities for all students to Live, Learn and Shine.

Villa Maria has enjoyed a vibrant co-curricular program this year. The diversity of offerings available at Villa Maria ensures that every child has the opportunity to participate and contribute their gifts and talents in many different ways.

This report celebrates the significant achievements of our Villa Maria community in the 2023 school year.

Parent Body Message

What a huge year 2023 has been!

This year our Villa P&F has been able to bring the Villa community together for some amazing things including:

- Cana Mothers and Father's Day stalls with over 1,000 gifts were ordered. We love that Villa continues to support Cana
- Mother's Day Morning Tea - An incredible effort with stunning floral arrangements and the best morning tea mothers have ever enjoyed
- 100 days of Kindy
- Our spectacular Gala Dinner - raising funds for the exciting refurbishment of the Year 3 & 4 classrooms
- Athletics Carnival BBQ & cake stall - a great day held at Joey's Oval
- Father's Day Breakfast - with a delicious Father's Day Breakfasts and Liturgy
- Grandparents Day - with a deliciously catered morning tea & Bookstall
- Teacher's Lunch for World Teachers Day
- Advent in White Dinner
- Camp Run-a-Muck - Father and child camp at Cockatoo Island

There have been some great opportunities for the parents, carers, grandparents, Villa staff and the community to be together.

Our P&F listened to feedback about communications, and this year we improved by:

- The weekly emails outlining all the events ahead for the week
- One way WhatsApp's communications – keeping all parents well informed
- Each term a P&F Newsletters from the P&F, with key messages and events
- Many other one-off reminders from the P&F via the school Compass system.

Thank you again to our P&F Committee, Class Parents and all of our families for the last 12 months. We could not have done it all without you!

Student Body Message

It is hard to believe we are at the end of another school year already. This year has well and truly flown by and what a year it has been.

We have shared; assemblies, masses, sacraments, liturgies, competitions, mission days, grandparents' day, leadership day, dance fever and not to mention the athletics and swimming carnivals. Reflecting on these events makes us realise how valuable our time here at Villa really is and how many amazing opportunities we are offered in order to excel in our unique way.

As school captains, we have loved sharing in decision-making, leading by example and taking every opportunity offered to us and helping our fellow students in every possible way. A Year 6 highlight is meeting our Kindergarten buddies at the beginning of the year. We have loved spending time with our buddies, watching them grow and experience their first year at

Villa. We hope your time here will be filled with spectacular learning, great friends, lots of laughter and that it will be a fun and valuable adventure, as it has been for us.

Year 6 has been brilliant! We have had a wonderful year, making memories, laughing together and developing stronger friendships – which I know will last a lifetime. Surf school and Camp are definitely the standouts as these events have taught us that life is easier, more productive and rewarding when we work together.

As Villa students, we have truly enjoyed every experience and opportunity we've been given. We are privileged to be surrounded by such a nurturing, giving and loving environment, where each child is given the chance to live by our school motto: to Live, Learn and Shine. We have each done this - in our own unique way. Whilst we are sad to leave Villa, we are also excited to embark on the next chapter of our lives.

School Features

Villa Maria Catholic Primary School is a Catholic systemic co-educational school located in Hunters Hill, providing education for students from Kindergarten to Year 6. As the 10th oldest school in the Sydney Catholic Schools network, we honour the legacy of our 155 years of tradition. Our values of Faith, Hope, Courage and Generosity help form our strong foundations which allow us to bring to life our vision for learning to life.

Villa Maria Catholic Primary School draws most of its students from the community of Holy Name of Mary Parish and the immediate local area. There has been a school on this site since the 1880s that, at various times, has been conducted by the Sisters of St Joseph, the Marist Brothers and the Marist Sisters. The parish, administered by the Marist Fathers, and the school have a close relationship in developing and supporting a strong faith-filled community. The staff includes the Principal, Assistant Principal, Religious Education Coordinator, three Curriculum Coordinators, full-time and part-time teachers, as well as administration officers and teacher assistants.

Our vision for learning, 'Live, Learn and Shine' expresses the purpose of all endeavours at Villa Maria and forms an integral part of every child's growth within the context of the school community. This includes supporting and nurturing each child to;

LIVE by being enlivened by Gospel values, appreciating and valuing each other

LEARN through sharing our life and learning experiences and promoting partnerships between home, school, parish and community

SHINE by recognising and celebrating our own achievements, and the achievements of others in our community.

The school is supported by a vibrant P&F (Parents and Friends) who are actively involved in the life of the school. It was wonderful to see throughout the 2023 school year, a reintroduction of our many community events and volunteer opportunities. P&F Meetings are held every term and our team of Class Parents helps to keep families updated and connected with school events. Our P&F focuses on the development of partnerships within the community and supporting the school's educational endeavours. Whenever possible, parents regularly assist teachers in the school's educational programs and organise a wide variety of community-building and fundraising activities for the school.

The school has implemented several co-curricular activities for students such as: debating, chess, dance group and school choir. There is a strong representation of students in leadership roles throughout the school, such as our Year 6 student Leadership team, Year 6 Buddy Program, Student Representative Council, Pope Francis Awardees, eSmart Ambassadors, Band Captains and Library Monitors.

Key community events are celebrated such as Anzac Day, Harmony Day, Naidoc Week, Mother's Day, Grandparent's Day, Father's Day and Book Week. Students are provided with opportunities to participate in a range of sporting events at school and representative levels including cross country, athletics and swimming, as well as various sporting gala days. The school offers a range of extra-curricular programs including dance teams, debating, band and instrument tuition, coding club, chess club and garden club.

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 2023:

Girls	Boys	LBOTE*	Total Students
179	177	108	356

* Language Background Other than English

Enrolment Policy

Sydney Catholic Schools has established and monitors the implementation of the [Enrolment Policy](#). The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the school building levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools website](#).

Student Attendance Rates

The average student attendance rate for 2023 was 92.23%. 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
93.82	91.81	92.42	92.28	92.32	92.08	90.90

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 designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	35
Number of full time teaching staff	14
Number of part time teaching staff	11
Number of non-teaching staff	10

Total number of teaching staff by NESA category

Teachers at this School 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 number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 1,560 teachers
- Provisional 978 teachers
- Proficient 6,131 teachers

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 may be NESA Accredited or it may be Elective which is identified by the teacher. Professional learning can take many forms including whole of school staff days, subject-specific in services and conferences and a range of professional learning programs provided by Sydney Catholic Schools (SCS).

The School takes responsibility for planning, implementing and evaluating 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 Development in 2023

Professional Development included staff meetings, staff collaborative meetings and online training. This year's professional development focused on the teaching of Mathematics, Reading, Wellbeing and Cultural Competency training.

Staff Development Day 1: Cultural Competency: Aboriginal and Torres Strait Islander cultural competence training

Staff Development Day 2: Staff Wellbeing ~ What is Wellbeing / Our Values / Expectations

Staff Development Day 3: Staff Spirituality Day

Staff Development Day 4: New English Curriculum training

Staff Development Day 5: New Maths Curriculum training & Learning Support Officer Professional Learning

Twilight Meetings:

Cultural Competency: continuation of online training

Compliance & Emergency First Aid Training: Staff mandatory CPR, Anaphylaxis & Diabetes training

Staff Development Planned for 2024

Religious Education: Completion of professional development modules for the implementation of the draft K-10 Religious Education Curriculum.

Gifted Education: completion of Geric's Mini Coge Certificate in Gifted Education

Differentiation: Completion of our new scope and sequence of learning K-6 and personalisation of programs to cater for supported, core and extended learning opportunities across Key Learning Areas to support academic growth for all learners

English and Mathematics Curriculum Training: Teachers to use data effectively to maintain and maximise student growth, particularly in the areas of Literacy and Numeracy. This will also involve teachers having professional development for the implementation of the 3-6 Mathematics and English syllabus.

Wellbeing: SPBL will be integrated throughout our community and staff promote and prioritise a coordinated wellbeing approach across the school. This will result in a whole school policy and framework for Wellbeing being completed for Villa Maria.

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Sydney Catholic Schools' (SCS) mission is 'to know and love Christ through learning' and our vision is to nurture 'thriving Catholic communities through excellent teaching and learning' giving effect to the Archbishop's Charter for Catholic Schools in the Archdiocese of Sydney. The School engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the School community.

The School follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks "To Know, Worship and Love", as authorised by the Archbishop of Sydney.

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [RE Online - Sydney Catholic Schools website](#).

Students in Years 6, 8 and 10 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

All class teachers effectively implement the Religious Education Curriculum from Kindergarten to Year 6. The teaching of Religious Education and the integration of Catholic values are at the centre of teaching at Villa Maria Catholic Primary School. This curriculum is complemented by hands-on storytelling materials which add great value to the students' experiences in Religious Education. School masses and liturgies are vibrant and inclusive of all students.

Our school-based tracking system assists us in ensuring that staff gain accreditation and maintain their currency of this accreditation. Catholic values are taught explicitly through the Religious Education Program, and are also taught through integration across the curriculum, the prayer life of the school and in a range of social justice and outreach programs.

Villa Maria Catholic Primary School has a strong partnership with the Holy Name of Mary Parish. The Parish Priest is actively involved in the faith formation of staff and students. This partnership is fostered through classroom visits, class and school liturgies, training and supporting of altar servers, Sacramental preparation programs, staff retreats and the celebration of school liturgies.

Families within the school are further supported by the Family Faith Educator through opportunities for prayer, scripture, outreach and weekly activities. Prayer life in the school is at the centre of the Religious Education program. Prayer is an important part of every school

day and is featured at school assemblies, liturgies and within classrooms through informal/formal prayer and Christian meditation.

Parents and carers are invited and encouraged to attend all celebrations. Staff faith formation was a focus again this year with opportunities being provided for staff to gain a deeper understanding of prayer and the role it plays in our everyday lives. Villa Maria Catholic Primary School continues to centre all social justice and Mission programs on the Marist charism. At Villa Maria, Mission programs are led by the House Leaders and the Mission and Liturgy Leaders. This year the school generously raised money or donated goods to support a number of Catholic Charities.

The Pope Francis Award is offered to Year 6 students who wish to serve both their school and parish communities. This service program is aimed to encourage the involvement of students in their local parish and to encourage students to reflect and pray about the significance of volunteer service.

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. Religious Education is also a mandated curriculum area for all Sydney Catholic Schools. The curriculum provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

Villa Maria staff are committed to continuous improvement of teaching and learning in all facets of the school curriculum. The staff have developed goals for their individual and collective performance growth and participated in targeted and sustained professional learning aimed at developing shared understandings and shared responsibility, providing the foundations for teaching and learning programs that maximise student learning outcomes. In collaborative planning sessions, staff work together to track and measure student learning by using effective forms of assessment and data to directly inform personalised, targeted teaching and learning opportunities for students.

Extra curricular opportunities provided by specialist teachers and supported by various programs include Sports In Schools, Chess and Garden Club, Coding classes, School Choir, Dance Teams and School Band.

Curriculum development continued, specifically in the Key Learning Areas of English and Mathematics. Teachers at Villa Maria have been continuing to develop student literacy and numeracy skills with the support of an embedded Mathematics and English Coach.

This year has seen a continuation of our focussed work in English, Mathematics, Religion and Wellbeing. This ensures consistency of practice K to 6 with a balanced approach of explicit teaching, modelled, shared, guided and independent learning strategies being used for both English and Mathematics lessons. We will continue to further build on this work in 2024.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in 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.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers 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 Villa Maria Catholic Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	87%	54%
	Reading	89%	67%
	Writing	94%	76%
	Spelling	89%	61%
	Numeracy	84%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	83%	64%
	Reading	98%	74%
	Writing	90%	66%
	Spelling	90%	69%
	Numeracy	95%	68%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School pastoral care and student wellbeing policies, guidelines and procedures are informed by the [SCS Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a foundation for effective learning in all Catholic school settings.

The ASWF is based on evidence that demonstrates the strong association between safety, wellbeing and learning. The framework recognises five elements that are key to supporting the whole school community to build and maintain safe, positive relationships and wellbeing: leadership, inclusion, student voice, partnerships and support.

The ASWF is complemented by the Be You Framework, a national initiative for educators, aimed at promoting and protecting positive mental health in children and young people. The integration of both frameworks supports SCS school communities to provide every student with the strongest foundation possible for them to reach their aspirations in learning and in life. The combination of these two national frameworks for wellbeing assist our school with planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Student Management: Suspension, Transfer and Exclusion Policy](#). The policy and procedure was updated in 2023 and shows the changes in the responsibilities of student management. 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 the [Code of Professional Conduct](#) which applies to all SCS staff. Accordingly, the School does not sanction the administration of corporal punishment by School staff and other 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

Sydney Catholic Schools (SCS) released the updated [Prevention and Management of Student Bullying Policy](#) in 2023 which was streamlined to provide further clarity on the roles and responsibilities of all staff across all systemic schools in the Archdiocese. The Policy

provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships. SCS staff will work in partnership with parents and carers who have an integral role to play in the prevention and resolution of bullying.

The full text of the [Prevention and Management of Student Bullying Policy](#) may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

Complaints Handling Policy

Sydney Catholic Schools (SCS) has a [Resolution of Complaints Policy](#) which is implemented by our school and all systemic schools in the Archdiocese. The policy recognises that within the reality of the schooling experience, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. The purpose of this policy is to enable SCS to respond effectively to complaints, ensure complaints are resolved in a fair and timely manner and make sure that complainants understand how their complaints will be managed. SCS monitors the implementation of this policy.

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

In addition to this policy, the [Child Protection: Responding to Allegations and Complaints Against SCS Staff Policy](#) was reviewed and updated in 2023 to reflect changes in the legislative framework and new national Child Safe Standards. Catholic systemic schools in the Archdiocese of Sydney are guided by a fundamental mission to provide a safe and supportive environment for each and every student entrusted to our care.

Initiatives promoting respect and responsibility

At Villa Maria, with Mary as our model, together we will Live, Learn and Shine, incorporating our school motto, our school values and our learning principles. These learning principles are taught each week in class and embedded in our school award system and celebrations.

STRONG FOUNDATIONS Principle: As a learning community, we:

- Believe that the person of Jesus Christ and His teachings are at the centre of our Catholic Faith and learning
- Believe that our Marion tradition inspires us to model our lives on Gospel values
- Provide a safe and supportive learning environment

THINKING Principle: As a learning community, we:

- Encourage higher-order thinking skills
- Promote intellectual quality
- Personalise learning opportunities

- Maintain high expectations and deep knowledge
- Empower students to become independent learners
- Engage in meaningful activities

I AM UNIQUE Principle: As a learning community, we:

- Create opportunities for all students to shine
- Provide learning opportunities to cater for the diverse needs of learners
- Recognise and value individuality

WORKING TOGETHER Principle: As a learning community, we:

- Promote building positive relationships
- Promote a sense of acceptance and inclusivity
- Encourage equality and contribution
- Believe and encourage parent, student and teacher collaboration

MAKING THE WORLD A BETTER PLACE Principle: As a learning community, we:

- Value social justice and fairness
- Provide practical and realistic opportunities where children feel they are truly making a difference
- Provide skills to function in the real world
- Encourage responsibility and explore student decision-making skills

TECHNOLOGY Principle: As a learning community, we:

- Incorporate technology into our learning environment to encourage confident and competent users of technology to improve learning
- Provide opportunities for children to take risks and explore using technology
- Recognise technology as an essential tool to extend learning and cater for contemporary thinking

Twice a term, Villa Maria celebrates the exemplary embodiment of our values with the presentation of our Live, Learn and Shine Awards.

At Villa Maria, student wellbeing is underpinned by Schoolwide Positive Behaviour for Learning and the Grow Your Mind program. This is taught to all students, K-6 as part of our weekly assemblies and in formal class lessons. Positive engagement, self-regulated learning and the ongoing recognition of student achievement play an essential role in our wellbeing framework and are reinforced explicitly and incidentally both in class and as a whole school.

Through this process, our students are encouraged to contribute to their own wellbeing as well as being expected to support the wellbeing of others and the collective wellbeing of the school community.

A unique component of Villa Maria is our Year 6 Student Leadership program. The student leadership model provides opportunities for students to develop their leadership skills. The Student Representative Council and the Year Six Leadership roles require students to display responsibility and leadership of the student body.

Student leaders of Villa Maria aim to:

- represent and voice the opinions, rights and responsibilities of the student body
- communicate and liaise with staff and community organisations
- support students within the school community by recognising student achievements
- encourage student participation, foster leadership and model respect through the school
- provide the school with regular reports on school activities and achievements
- organise and facilitate mission efforts, sports days and other school activities
- assist the staff in ensuring a safe, positive and challenging learning environment are maintained within the school

School Improvement

The School is committed to fostering an environment of continuous improvement, with a particular focus on enhancing student learning outcomes. To this end, the school implements the Sydney Catholic Schools' Inquiry and Review Cycle of improvement.

The School's approach to strategic planning and its Inquiry and Review cycle are underpinned by the Sydney Catholic Schools Strategic Plan: Thriving Catholic Communities. This strategic plan provides a comprehensive blueprint that guides the school's efforts towards creating a dynamic, flourishing Catholic community that promotes holistic student development.

Each year, in line with this strategic plan, the School formulates an Annual Improvement Plan. This plan serves as a roadmap delineating the key areas of improvement aimed at boosting student learning outcomes for that particular year. The creation of this plan involves a rigorous, systematic process of review and inquiry.

Drawing from various data sources and insights, the Annual Improvement Plan identifies target areas for enhancement, sets precise objectives, and outlines strategic actions to achieve these goals. This process ensures that the school remains focused on its mission of continuous improvement and excellence in education.

The School's adoption of the Sydney Catholic Schools' Inquiry and Review Cycle of improvement, coupled with its strategic planning rooted in the Sydney Catholic Schools Strategic Plan: Thriving Catholic Communities, underscores its unwavering commitment to delivering high-quality education and fostering an environment of continuous improvement with students at its heart.

Key Improvements Achieved

Key Improvements Achieved - 2023

- Professional learning in preparation for the new 3-6 English and Mathematics syllabus
- Professional learning in preparation for the new Religious Education syllabus
- The launch of School-wide Positive Behaviours for Learning
- Creation and implementation of a new Wellbeing Framework with the appointment of a Wellbeing coach and formation of a Wellbeing Team
- Create opportunities for authentic parent engagement through workshops, educational support teams and school committees
- Upgrading of furniture Years 3-6 to create flexible learning environments

Priority Key Improvements for Next Year

Priority Key Improvements for 2024

- Participation in the Ryde Network New Curriculum Reform Day focussing on K-2 Reading, Stage 2 Writing and Stage 3 Mathematics professional learning
- Professional learning in preparation for the new Religious Education syllabus
- Whole staff training in Gerric's Mini-COGE providing useful and practical professional development supporting gifted and high potential students
- Creating a new schoolwide Scope and Sequence of Learning centred on conceptual alignment and the development of differentiated programs to support the needs of all learners

Community Satisfaction

The opinions and ideas of all stakeholders in the educational process, which includes parents, students, and teachers, are not only valued but eagerly sought after. These insights form an integral part of planning strategies designed to facilitate improved outcomes for students. The belief that every stakeholder has a unique perspective is central to our approach. This year, the School has taken proactive steps to ensure this collaborative approach stays robust and efficient.

Among the various processes engaged by the School, a prominent one is the implementation of the 'Tell Them From Me' surveys. This innovative survey tool has been used as an effective medium to gather information about the level of satisfaction among parents, students, and teachers with respect to the School. The surveys provide a platform for all stakeholders to voice their views, express their concerns and suggest possible improvements.

These inputs play a crucial role in shaping policies and strategies, ensuring they align with the expectations and requirements of all involved. The ultimate goal is to create an enriching, conducive learning environment that stimulates the intellectual curiosity of students while also meeting the expectations of teachers and parents. By giving everyone a voice, we aim to make education a collaborative journey that values everyone's contribution. Through this ongoing commitment to engagement, we continue to strive for excellence in education, fostering a sense of community among students, parents, and teachers alike.

Parent satisfaction

The positive partnership created between home and school continues to be highly valued at Villa Maria. This year has seen families involved in many wonderful initiatives and school events.

The Parents and Friends Association (P & F) continues to meet regularly and provides parents with the opportunity to support the school in assisting the educational needs of the children.

- Parents feel welcome when they visit Villa Maria
- Parents feel that they are well informed about school activities and information from the school is in clear, plain language
- Parents believe that their children feel safe at school and that their children are clear about the rules for school behaviour

Student satisfaction

There continues to exist a high degree of student satisfaction at Villa Maria as indicated in the information collected in the student surveys. Students surveyed in Years 4 to 6 were very appreciative of the amount of extracurricular activities they get to participate in at school. They reported higher levels to the Sydney Catholic Schools mean in positive learning climate and positive behaviour at school.

- Students feel supported to develop and understand their Catholic faith
- Students know the Charism of the school and have the ability to participate in social justice activities
- Students have friends at school that they trust and who encourage them
- Students understand there are clear rules and expectations for classroom behaviour

Teacher satisfaction

At Villa Maria, teacher morale and professionalism continue to be high. Observation and communication between staff demonstrate that they work in a happy, supportive and inclusive environment. Staff collaborate in developing cross-curricular learning opportunities, using data-informed teaching practice and setting challenging and visible learning goals for their students.

- Teachers feel that we are an inclusive school where clear expectations are articulated
- All students are given opportunities to succeed as teachers understand student learning needs
- Teachers and parents communicate regularly to discuss student's learning needs and outcomes
- Teachers work with school leaders to create a safe and orderly school environment

Financial Statement

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

School Financial Information for the 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$3,530,268
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$938,292
Fees and Private Income ⁴	\$1,328,689
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$218,337
Total Income	\$6,015,586

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$947,085
Salaries and Related Expenses ⁷	\$4,319,217
Non-Salary Expenses ⁸	\$1,945,706
Total Expenditure	\$7,212,008

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 2023 REPORT