



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St James' School

51 Centre Road, VERMONT 3133

Principal: David Mutimer

Web: [www.sjvermont.catholic.edu.au](http://www.sjvermont.catholic.edu.au)

Registration: 1681, E Number: E1270

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## Principal's Attestation

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I, David Mutimer, attest that St James' School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 28 May 2024

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## About this report

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St James' School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report 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. 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 also be obtained from the [My School website](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### **At St James together we are:**

#### **Seeking the spirit by**

- participating in daily prayer that nurtures our Catholic faith
- fostering a Christian spirit that seeks to guide all individuals through their faith journey
- being models of Christ by showing ways we live the gospel in our everyday life
- celebrating Mass and the Sacraments as a school and Parish community
- respecting and caring for the school community and the wider world through the eyes of Christ

#### **Learning to love by**

- being part of a supportive, connected and collaborative community
- showing compassion for all those in our wider community
- building relationships through the Gospel Values

#### **Loving to learn by**

- encouraging independent, critical and reflective lifelong learners
- challenging all students at their point of need through purposeful, authentic and engaging tasks that spark curiosity
- nurturing the growth of the whole person to reach their full potential
- providing students agency in their learning
- acknowledging and celebrating the achievements of all students

#### **Living life to the full by**

- empowering our students to make informed decisions and become important agents of change
- developing inquisitive life long learners who grow in faith and knowledge of the world around them
- actioning our faith in our daily lives

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## School Overview

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St. James Catholic Primary School, Vermont, is one of two primary schools as part of St John the Evangelist Parish in Mitcham. St. James School is situated on a large block in the leafy suburb of Vermont, which is a middle-class socio-economic area. It is in the Outer Eastern Zone of the Eastern Region of Catholic schools in the Archdiocese of Melbourne.

The school was opened in 1970 and has undergone many refurbishments since then. The spacious grounds include an oval, grassed playing areas, attractive gardens, adventure playgrounds, a synthetic grassed netball/basketball court and a large quadrangle where assemblies are held.

At St. James, we strive to live out our Vision. We aim to promote within our students, indeed all our community members, a 'love of learning'. Our mission at St. James is to educate the whole person. We recognise our responsibility to meet the religious, social, academic, physical and emotional needs of our students, and we endeavour to guide each child to reach their potential.

Student numbers have increased from 222 in 2001 to an enrolment of 340 in February 2022. Once again, in 2022, we were able to organise our learning spaces into 14 grades, Prep-6. We have two classes at each level, all of which are straight classes. We have several specialist learning areas including Physical Education, Performing Arts, Visual Arts, LOTE (AUSLAN) and STEMMS.

We have had a growing number of students who were referred to the Melbourne Archdiocese Catholic Schools or outside agencies for services such as speech pathology and oral language or cognitive assessments. In 2023, there were forty-five students who received NCCD funding and six families were in receipt of CSEF funding. The school has an DMI Score of 103, which is indicative of the general middle-class nature of the parent body. There are 5% of students who come from language backgrounds other than English. In 2023, there were forty-three staff members, several of whom were new to St James. Our staff are highly motivated and professional and there is a great sense of pride in how we work. Our School Improvement Team (SIT) currently comprises the Education in Faith, Learning and Teaching, Mathematics, Literacy, Student Wellbeing, Sustainability, Learning Diversity and E- Learning Leaders, along with the Principal and Deputy Principal.

Our parent community works very closely with the school. Parents' vital and valuable

contribution to the education of their child/ren assists in building strong school/home partnerships. Our school has an excellent reputation in the wider community. We continue to achieve well in academic, community, sporting and arts spheres.



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## Principal's Report

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2023 was the first full year back at school following the COVID Pandemic. At St James we certainly got “back into the swing of things” and it was very noticeable in the business of the school year. In terms of extra curricular activities, we achieved a lot.

One highlight of the year as our whole school concert production “Change for a Better World.” All students had the opportunity to “shine” on stage as they showcased their musical, drama and dance skills in front of a packed audience on both nights. We look forward to our Visual Arts show in 2024.

Our Sacramental programs are always a highlight and Fr Dispin is to be congratulated on the way he engages the students and parents who work in partnership with the school.

Student learning and achievement is always the main focus at St James and we saw some excellent growth in both academic and social emotional learning of our students. A specific focus on writing

Towards the end of the year we finally received approval from MACS for our new building works to commence. There was a great deal of behind the scenes work that went into this and we look forward to construction commencing on our new administration building in 2024.

2023 saw a baby boom amongst the St James staff. Within the period of two months we had four staff announce their wonderful news that they pregnant and would be taking maternity leave at the end of the year while another staff member announced that his wife was also pregnant. Consequently we had four staff commence maternityleave at the end of 2023. This provided the opportunity for four new staff members to join our team for the 2024 year. These newborns all safely arrived in December 2023 and January 2024.

Our wonderful Parents and Friends Committee, led by Kylie held many socialevents, fundraising events and provided many opportunities for students to enjoy treats and services. The fundraising contributed towards our \$ 40 000 bank balance which will be spent in 2024 on the following: a gaga ball pit for student use, a new drink fountain station, a stained glass cross at the entrance to our new building and some station and landscaping around our new building. We are very grateful to our wonderful community of parents who work so tirelessly for others in our community.

I would like to take this opportunity to thank all staff, students and parents for their flexibility, support and sense of positivity which all contributes towards our St James community continually growing and improving.

We look forward with great anticipation to 2024 being another year of great prosperity and growth for our St Jame community, with the construction of the new administration building being a highlight to look forward to.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

To build faith formation so that Catholic Identity is strengthened for all learners

To connect more strongly with parents and community to build our Catholic identity

### Achievements

It was wonderful to celebrate our Faith with our community in 2023. Prayer Services, Class Masses and Community Masses were well attended. The Sacraments of Penance (First Reconciliation), First Eucharist and Confirmation within our Parish were beautiful celebrations. The journey towards these Sacraments engaged our students and their families.

A focus on prayer enabled staff to build their capacity in this area. Our St James Vision and Mission Statements were revisited.

### Value Added

Our Founders' Day Mass was celebrated with parishioners, including the children from both schools at St. John's, Mitcham; our central, Parish place of Worship. We recognised the contributions of long term parishioners.

Our Social Justice Leaders coordinated our Project Compassion campaign.

Education in Faith leaders participated in MACS network days and professional learning sessions.

Reporting on Religious Education in our twice-yearly student reports continued.

Christian Meditation and Prayer were explored through facilitated sessions by Prue Vanstan from MACS Eastern Office.

Professional Learning around curriculum continued with a focus on developing further our knowledge and understanding of the Renewed Framework for Religious Education and the use of a Pedagogy of Encounter, linking learning to the concepts in Inquiry Based Learning.

A number of our staff were trained as Eucharistic Special Ministers.

Staff participated in a faith development day with colleagues from St. John's. This was a day of great learning and reflection. The day was facilitated by Fr. Elio Capra and Fr. Dispin John.

Our staff re-visited and refined our St. James Mission and Vision Statements. This process was facilitated by Prue Vanstan from MACS Eastern Office.

Our Year 5 and 6 students organised and ran our Mini Mission Fete during our St James Week celebrations.

Parent and Child information and formation sessions and commitment Masses were well attended by families preparing for Sacraments.

Whole school Prayer Services, Masses and Friday class Masses were enjoyed by the community.

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## Learning and Teaching

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### Goals & Intended Outcomes

- To develop effective understanding and knowledge of the curriculum.
- To strengthen pedagogical practices.
- To develop effective feedback and coaching practices.

### Achievements

The staff continued to unpack concepts in Inquiry Based Learning. These concepts direct planning across various learning areas and Religious Education using a Pedagogy of Encounter. One staff meeting per term was dedicated to unpacking curriculum and initial planning.

The school continued its work in the School Improvement Learning Collaborative facilitated by Simon Breakspear and MACS. This work has continued to focus on the use of Data Walls, Learning Walks and Talks and Case Management meetings. A whole school data collation system was developed and trialled.

Students and teachers participated in various excursions and hands-on learning experiences facilitated by outside providers.

Students continued to articulate their learning goals and these were shared in Learning Conferences in Term 1. This continued in our Term 3 Conferences also.

Our Concert was a great success with many families and community members enjoying our whole school production of 'Change for a Better World'. Very positive feedback was received.

We continued teaching to the point of need, with Personalised Learning Plans and intervention programs such as Reading Recovery, LLI, MiniLit, LLLL and MacqLit. Support and Extension sessions were also provided in Mathematics.

Sustainability continued to be a focus with our animals and gardens being maintained. Many new initiatives and installations were added to our school environment.

A focus on Wellbeing and how the brain works was strengthened by staff attending an overnight conference. Maria Ruberto facilitated great learning for our staff.

Our students participated in the 'Great Book Swap' raising funds for the Indigenous Literacy Foundation and enjoyed a performance during Book Week. Many students participated in the Premier's Reading Challenge.

Our Swimming and Water Safety took place in Term 4.

A team of 3 staff members attended a 7 day Professional learning series facilitated by MACS in partnership with Melbourne University. The series, Explicit Teaching in the Early Years, prompted great thinking and reflection on our current approaches in Literacy pedagogy.

The community was kept informed of Learning and Teaching initiatives through the fortnightly newsletter. Termly level and specialist overviews were shared. Weekly Staff Meetings focused on English and Mathematics. These included opportunities for data analysis, hands on activities and the unpacking of research.

Leaders attended Learning and Teaching, Literacy, Digital Technologies and Mathematics Networks.

A group of Year 5 and 6 students represented St James at Tournament of Minds.

There were many and varied sporting opportunities for our students to participate in including our whole school Twilight Sports.

School camps were a highlight for our Year 5 and 6 students.

New technology resources were purchased and students, staff and parents participated in Cyber Safety sessions facilitated by Paula Jarski.

## **Student Learning Outcomes**

During 2023 we collected many forms of data in accordance with our Data Plan.

Our school year commenced with two Assessment Days in which all learners' starting points for learning were determined.

All students reading levels were assessed and recorded using Fountas and Pinnell's BAS Elements of the Observation Survey were undertaken with our Foundation to Year 2 students PAT-M and PAT-R were administered

Writing Analysis took place twice per term in Collaborative Planning meetings.

Personal Learning Plans continued to be used to set goals and targets for outcomes to meet students' needs and for those at risk.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	458	92%
	Year 5	500	62%
Numeracy	Year 3	468	98%
	Year 5	497	81%
Reading	Year 3	478	100%
	Year 5	512	78%
Spelling	Year 3	442	82%
	Year 5	515	78%
Writing	Year 3	463	98%
	Year 5	525	89%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### Goals & Intended Outcomes

- That students feel safe and supported in their environment and have agency in their learning.
- To empower students to be full-flourishing independent, resilient and responsible learners and citizens.

### Achievements

The 11 Child Safety Standards that were introduced to Victoria in 2022 have been promoted to all staff. Staff have completed their own professional reading via the Staff Memo and have acknowledge their competency using the Safe Smart Solutions platform on the Staff Landing Page.

The Student Representative Council have been active in many ways including the promotion of the St James value of the term. They have all had the opportunity to speak publicly at assemblies to impart knowledge and understanding about the values using student friendly language.

Classroom have continued to use the Respectful Relationships resources to support their Social Emotional Learning lessons. SEL lessons in classroom are engaging opportunities for students to nurture their wellbeing and learn and express the language associated with emotions and strategies to manage emotions.

Across the school in 2023 teachers adopted the 'Mood Meter' as a means of checking-in with students emotional state. Students are becoming increasingly fluent in identifying how they are feeling, why they might be feeling that emotion and some strategies or tools they can use to regulate their emotions.

Staff and students have also adopted another wellbeing tool of 'Three Good Things.' Many classes will finish the day with this gratitude practise allowing students to acknowledge three things that have happened to them today allowing them to be grateful.



A revised version of the student code of conduct for all students was developed. The SRC ratified the document and all students signed this code of conduct and it was displayed in the classroom in a prominent place.

Restorative Practices continue to be the key strategy in supporting positive student behaviour. Classroom rules and playground rules are aligned with each other. Restorative language continues to be embedded in both the classroom and on the playground, enabling students to learn from their mistakes, reconcile and resolve problems with others. These practices are focused on compassion, forgiveness, justice and inclusiveness.

The Student Representative Council has and will continue to provide students with a voice in decision making in the school. Regular fortnightly meetings have been held and there continues to be regular attendance from all class representatives.

We are an accredited eSmart school. We are sustaining our practices and policies. Cyber safety is continually being addressed through lessons and our student eSmart team promotes responsible and respectful use of Digital Technologies.

St James acknowledged and celebrated National Harmony Week with a special day in April 2023. Students were invited to dress up in national dress, country colours, or orange (the national colour for harmony).

A staff member completed the accreditation course for Seasons for Growth in May, 2023. Students from Years Prep-3 were involved in the first Seasons program which ran across Terms 3 and 4. More sessions will continue in 2024.

We continue to focus on Healthy and Active pursuits to support the health and wellbeing of all students. Marathon club on Wednesday mornings are attended by students from Years 3-6. Attendance in 2023 has continued to grow over 50 students participating regularly.

Staff and parents have been involved in supporting our students in various wellbeing and Program Support Group (PSG) meetings.

The Buddy program in Years 6 and Prep and Years 5 and Year One continue to be a beneficial way of building relationships and developing skills across each level. Buddies meet

each fortnight for a 'Lunch or Snack Together,' as well as at other times for particular lessons or special events eg: Friday Mass with Father Dispin.

In 2023, the Puberty Education program called, 'About Real Life', was run by Sue Pain. The event was presented online in two different sessions (Years 3+4 and Year 5+6). Parents were able to choose which session they felt their child was ready for. The Year 6s had 3 sessions with Sue, in class, to continue their exploration of this topic.

Student wellbeing survey were completed across all levels to obtain crucial wellbeing data, used by teachers to support students. Years 2-6 completed this via a Google Doc and Prep-1 participated in a whole class session.

We are continuing to embed the use of NWellbeing on NForma to record incidents where a child's social and emotional wellbeing has been impacted.

## **Value Added**

St James provides a number of school activities and programs that have a positive effect on the wellbeing and achievements of students and the school community.

### **Social and Emotional Skills**

Values Education

W.O.W. Groups

Circle Time

Resilience, Rights and Respectful Relationships curriculum

Student Representative Council

Social Justice Team

Gardening Gurus

Buddy Program

Counselling service from Catholic Care

Drawing Club

Book Club

Lego Club

Seasons Program

Coding Club

Phoenix Soar Wellbeing Program

### **Health and Fitness**

Physical Education Program Prep -6  
Twilight Sports  
Inter-School Sport/Gala Days  
Athletics  
Cross Country  
Swimming Program  
Marathon Club  
Bike Ed Program  
Hoop Time

### **School Camps and Excursions**

Year 6 Camp  
Year 5 Camp  
Class excursions/incursions  
Whole School incursions  
Water and Beach Safety Days (Years 5+6)

### **Prep – 6 Performing Arts Program**

Online Music Solutions Instrumental Music Program  
Whole School Performing Arts Concert  
  
School Choir

### **Education Programs**

Reading Recovery  
Levelled Literacy Intervention  
Occupational Therapy  
Before and After School Care Program (Camp Australia)

### **e-Learning**

Computer Lab  
Classroom computers, iPads, Netbooks and Chromebooks  
STEMMs specialist teacher (teaching Multimedia skills and STEM)  
GAPE: Google Drive, Hapara  
Extensive number of robotic devices

### **Student Satisfaction**

Rigorous Expectations is 79% positive compared to MACS average of 77% positive.

School Climate is 68% positive compared to MACS average of 59% positive.

Teacher Students Relationships is 77% positive compared to MACS average of 71% positive.

Student Safety 62% positive compared to MACS average of 57% positive.

Parents consider students safety is 78% positive compared to MACS average of 70% positive.

### **Student Attendance**

Teachers mark student attendance by no later than 9:15am, with the understanding that if a child arrives in the classroom after 8:50am they are marked late.

Parents are encouraged to communicate an absence either via email to classroom teachers or the office, or they can record a message of absence on the phone absentee line and these absences will be noted on Nforma by the admin staff.

If a child is absent and the parent has not contacted the classroom teacher or office, they will be marked as Absent, Reason Type: Unknown and Communication: None. If the parent calls the office later in the morning, the office staff will update the roll for the classroom teacher for that student. However, if there is no communication about a student's absence from a parent, a text message will be sent out from school to parents indicating an unknown absence

Should a child be away for more than three days without any explanation, teachers are encouraged to ring home to check on the child's wellbeing.

Parents planning a holiday within school time are asked to send a note/email to both the class and to the Principal or office. The one sent to the Principal/office will be put in the child's office file. Parents of students who take extended holiday leave (5 days or more) complete an "Extended Holiday Learning Plan" recommending activities they can complete during their holiday. The plan also acknowledges that during the students' absence, important learning concepts will be missed.

If a child was absent from school due to COVID-19 or being a close contact (Term 1), students were given Remote Learning tasks to complete at home if needed.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	93.6%
Y02	93.5%
Y03	93.9%
Y04	90.8%
Y05	93.9%
Y06	91.4%
Overall average attendance	92.8%

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## Leadership

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### Goals & Intended Outcomes

- To develop effective feedback and coaching practices.
- To strengthen leadership to embed and sustain agreed practices

### Achievements

At St James we value our professional learning and we will always be a community of learners. Our Professional Learning encompassed from a variety of learning areas. Our main learning focus was in Wellbeing during our two day conference at Kallarama. We appointed new Leaders, including our Deputy Principal, Student Wellbeing Leader and our Education in Faith Leader who enhance our strong Leadership team.

Our achievements included:

staff identifying and pursuing their personal learning goals via Inquiry approach

- continued use of Lyn the Sharrat's 14 parameters of highly successful schools
- staff analysing and acting on feedback from parents
- our continued Collaborative Planning sessions which proved to be a great source of sharing of expertise, collegial support and professional learning
- maintaining our commitment to the Eastern Region system professional learning and adopting some useful strategies presented by Simon Breakspear through our SILC meetings
- we completed and submitted a building plan which allows for a variety of flexible learning spaces and offices to facilitate a comprehensive collaborative approach to Learning and Teaching

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
Our Professional Learning undertaken in 2023	
Curriculum Network Days, Maclit and Minilit Intervention Training, External consultant facilitated us writing our new Mission Statement, Curriculum facilitated Professional Learning by our School Leadership Team, External Psychologist Professional Learning, Parish formation day led by our Parish Priest Fr Dispin John and Fr Elio Capra focus on Faith Development and Parts of the the Mass.	
Number of teachers who participated in PL in 2023	42
Average expenditure per teacher for PL	\$1066.64

### **Teacher Satisfaction**

The MACSSIS survey data results from parent surveys displayed the following:

School Climate is 89% positive compared to the MACS average of 73%.

Staff Leadership Relationships is 88% positive compared to MACS 88% positive.

Collective Efficacy is 94% positive compared to the MACS average of 74% positive.

Collaboration around an improvement strategy is 86% compared to the MACS average of 66%.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	9.7%
Graduate	3.2%
Graduate Certificate	6.5%
Bachelor Degree	51.6%
Advanced Diploma	16.1%
No Qualifications Listed	12.9%

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	23.2
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	10.8
Indigenous Teaching Staff (Headcount)	1



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## Community Engagement

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### Goals & Intended Outcomes

That a shared understanding of Catholic Identity is strengthened across the school community.

### Achievements

We started with our enthusiastic parent group attending the 'Parent Classroom Helper' program and volunteering to be involved in many aspects of school life. One example was the 'Marathon Club' each Wednesday morning for students and parents in Years 3-6 where parents came along to deliver breakfast to the hungry ones after many laps around the school.

Our school continued to liaise well with the St James Netball and Auskick groups offering use of our school facilities for training when COVID restrictions permitted.

Our strongly committed Parents and Friends Group managed to continued the enthusiasm for involvement in school activities and the enthusiasm they managed to generate resulted in the continued growth of our home school partnerships. This included our Movie Night, major social events, various raffles, Mother's Day afternoon tea and Father's Day breakfast.

Our School Advisory Council continued to be a great support to the school community and the Leadership of the school. The members provided wise advice and views representing the community. We thanked our Chair of the School Advisory Committee for his commitment and involvement while serving his time on the committee.

### Parent Satisfaction

The MACSSIS survey data results from parent surveys displayed the following:

School fit remained above the MACS average at 81% positive with an increase from 73% in 2022.

In 2023, Catholic Identity remained at 70% positive as it was in 2022, and continues to remain 6% above the MACS average.

School Climate, 'Families perceptions of the social and learning climate of the school' increased from 87% to 90% positive, which is 6% above the MACS average.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.sjvermont.catholic.edu.au](http://www.sjvermont.catholic.edu.au)