



ST JOSEPH'S CATHOLIC SCHOOL HINDMARSH

Annual General Community Meeting

TUESDAY 12th FEBRUARY 2019





A Faith Community

Inspired by **LOVE**

Empowered through

Learning to...



Make a
Difference



Respect
Forgiveness
Compassion

Service

Hope



Agenda

- 1 **Welcome**
- 2 **Apologies**
- 3 **Prayer led by Helen Clark**
- 4 **Minutes of Previous Meeting - AGM 2018**
- 5 **Introduction of School Staff**
- 6 **Annual Reports**
 - Principal - *Maria D'Aloia*
 - Chairperson of School Board - *Richard Ellerman*
 - Finance - *Tito Fiorenza & Dawn Saleeba*
 - Parent Engagement - *Kate Mason*
 - WHS - *Denise Tarrant*
- 7 **General Business**
- 8 **Revisit the 2018-2020 Strategic Plan**
- 9 **Introduction & Acknowledgement of board Members**
 - Acknowledgement of out-going Board Members (Tito Fiorenza & Anjali Gill)
 - Introduction of 2019 School Board Members



2018 AGM - Minutes

Tuesday 6 February 2018 at 6.30pm

- 1 **Prayer led by Lisa McCormick (acting APRIM)**
- 2 **Welcome - Chairperson Tess Ryan welcomed everyone**
- 3 **Minutes of Previous Meeting**
- 4 **Chairperson's Report**
 - Tess Ryan tabled the Chairperson's Report and summarized the year
- 5 **Principal's Report**
 - School Principal, Maria D'Aloia tabled a report which reported on the 2017 Improvement Plan including Kids Matter Action Plan 2.
 - It was noted that the air-conditioning in the hall was well received and required to fully utilize the hall in all weather conditions.
 - Maria also acknowledged the work of the School Board under the leadership of Tess Ryan and in particular the passion demonstrated regarding the school crossing on Albemarle Street, including attending the Council meeting at City of Charles Sturt presenting a representation on behalf of our school. Maria mentioned that the council was undertaking further consultation and will defer a decision until March 2018.
- 6 **Parent Voice Group Report**

A report by the executive committee of the Parent Voice group was tabled acknowledging the work undertaken by this group within the school to build community. It was noted that a greater number of parents had been part of the group this year and would welcome and encourage existing and new families to be part of this group.
- 7 **Finance Report** - Presented by Tito Fiorenza, Chairperson of the Finance Committee
- 8 **2017 School Performance Report**

Maria D'Aloia tabled the report including the NAPLAN results. Maria informed those in attendance that School Performance Report would be uploaded to the School Website.
- 9 **Strategic Plan 2018-2020** - Report was tabled for comment and feedback
- 10 **Presentation of the School Board** - Members were presented to the community
 - President:* Father Bill
 - Continuing School Members:*
 - Anjali Gill
 - Caterina Vignogna
 - Tito Fiorenza
 - 3 New nominations:*
 - Stav Lentakis
 - Richard Ellerman
 - Michelle Battersby
 - Ben Higgins (Staff Representative)
- 11 **Acknowledgement and Thanks**

Caterina Vignogna, Antonella Zito and Francesca Aiossa were thanked for the catering and refreshments for the evening's gathering.

Principal's Report

I am pleased to report on the progress and implementation of the 2018 Annual Improvement Plan.

In 2018 we commemorated and celebrated 90 years of Josephite schooling at this site.

The Josephite sisters had begun their ministry in the Brompton Hindmarsh area in 1867 and this school's foundation stone was laid on 24 June, 1928.

It has been wonderful to be part of the continued development of our school in it's 90th year.

Catholic Identity

2018 began with a focus on further developing our understanding of 'the competent child,' in light of information gained from previous professional development.

Our Catholic Identity is our point of difference – where we truly believe – 'Every child matters'.

Rita Garreffa and I facilitated the staff formation day focussing on "Understanding the Theology of the Child" and connecting this to the work undertaken as part of the CESA Re-Imagining' project.

Two articles were used to provoke and inspire our thinking and learning; Contextualising Reggio Emilia and the CESA Stimulus Paper – Children: Close to the Mystery of God.

Throughout the year in staff prayer and professional discussions we maintained a focus on our belief that; **"Every child is made in the Image of God" and "Every child is of inestimable value."**

Staff were asked to consider:

- *How will you value every child in your care so that the Mystery of God shines through them?*
- *The impact on our work when we become the face of Christ as we discern the face of Christ in the children we encounter.*

Although the professional learning sessions held at the beginning of the year were well received and most staff have a common understanding of the 'competent child' it we will continue to embed this work in particular with new staff joining the school.

We have continued to work closely with the Parish and been involved with the Sacramental Programme involving IHM and St Michael's students working together culminating in wonderful celebrations in each of the parish centres.

The RELAT data revealed that Religious Traditions and Being Human strand are better understood by students, Text Interpretation, Moral Decision Making and Prayer and Liturgy are all areas requiring further development. Therefore our Professional Development in 2019 will focus on these areas.

The Child Protection Curriculum was also reviewed to ensure a sequential and comprehensive curriculum was being delivered across the school.

The staff retreat was well received and considered to be an important element of staff spiritual formation.

Deidre Knight (Sustainability Officer) drives our Education for Sustainability (EfS) initiative, which aligns with the Papal document, 'Laudato Si'. Deidre has continued to organise ongoing professional learning to continue the conversation and commitment to ecological conversion, as outlined in the strategic plan. Through the initiatives in this plan, we are asked to reflect on how our choices effect our earth and how we can work to renew nature and ourselves. Of note is the new reflection pond and frog habitat. Thanks to our team of volunteers, students and pond-maker Alan Shepard for this beautiful space.

Catholic Identity

We were able to do this through a grant from Natural Resource Management (NRM) Education whose ongoing support and advice is invaluable. This 'learning through working' experience, has provided another outdoor classroom.

Students also worked with Steve Fuller from the Australian Association for Environmental Education (AAEE) on the Bringing Back the Butterflies (BBB) initiative. Together they removed weeds from the preschool and planted native butterfly attracting plants. BBB interpretive signage will soon be attached to the fence. Cate Halbert is now planning to include provocations for 2019 relating to native butterflies of the Adelaide Plains.

Students have really enjoyed working in the garden and often volunteer during their lunch time. We want to foster this interest so we will continue our research into the diversity of the native butterfly species and their habitats. We have also applied for a Landcare in Schools grant to revegetate the Grange Road garden area with native butterfly attracting species. This is another empowering 'learning through doing' opportunity. We will also apply to NRM Education to revegetate the Albermarle Street entrance with habitat for native fauna.

In 2018 we acquired more compost bins which sets us up for greater green recycling in 2019. We intend to extend our nude food conversation and use food scraps for our worm farms and composting systems.

Teaching and Learning

The teaching staff have demonstrated their commitment to ongoing professional learning which is important to ensure a contemporary, high quality curriculum is delivered at our school.

Building teacher capacity has continued to be a focus and priority in 2018 and Professional learning opportunities were offered in Mathematics, Technologies, STEM, Teaching and Learning Cycle, Understanding By Design and Language features, including; verb and sentence types and noun groups.

We continue to recognise the importance of delivering a contemporary learning program that encourages greater student agency and leads every student to develop skills, competencies and dispositions appropriate to their stage of development.

Rita Garreffa, Therese Slattery and Cate Halbert took part in the Re-Imagining Childhood project which is influencing the educational pedagogy at our school and we will continue in 2019.

Diana Comitogianni and Therese Slattery were involved in an Early Years Mathematics project in 2018 which is aligned to the agreed practice in Mathematics developed under the leadership of John Pipicella. Again, we will continue this work in 2019.

Kathleen Melis, Mel Thom and Danielle Dedic represented our school on an ACARA project focussing on curriculum development and assessment.

We have continued our work with educational consultant, Sharyn Clyma focusing of further developing our expertise in using the teaching and learning cycle and incorporating functional grammar in the teaching of written language across all genres.

Following a trial in Year 5 in 2017, the "Words their Way," spelling programme has been implemented and in 2019 we will continue to ensure this approach is implemented consistently across the school.

Data collection has been undertaken with teachers using SCORELINK as a repository for student data. Whilst there has been some analysis of student data, Domain 6 of the Continuous Improvement Framework will be a focus of our work in 2019.

Community and Partnerships

Building strong and authentic partnerships with the parents continued to be a priority. Parents and teachers were given an opportunity to meet before the school year commenced and this assisted in establishing good relationships and setting goals for a productive and successful year.

Appreciation, Acknowledgment and thanks is extended to all parents who participated in school events in any way, with particular thanks to the executive committee who continued in their endeavour of building strong links between school and home to assist in building an inclusive and connected community.

The Parent Voice group changed their name to Parent Engagement group (PEG) hoping to engage a greater number of parents and carers in school initiatives and events.

The Parent Engagement Group has been very active this year organising many opportunities for parents to become involved. The Quiz Night was a great success and Cultural Night was a very important event highlighting and acknowledging the rich cultural diversity in our school community. The Art Show and Footsteps were two events that showcased the Arts Programme and allowed parents to participate and witness the students' creative achievement in this area.

Introducing Parent Representatives began well with many representatives attending meetings – this will need to be an ongoing focus in 2019 with the aim of further developing this role.

Thank you to our Parent Engagement Group members, Francesca Aiozza, Sera Altintas, Loretta Bosco, Lleyan Harriott, Megan Hynes, Kate Mason, Mel Melino, Laura Morris, Catherine Petrakis, Caterina Vignogna, Caryn Vonhof and Antonella Zito who have strived to continue building the school community.

Thank you to our Parent Representatives Francesca Aiozza, Sera Altintas, Shaweta Bakshi, Michelle Blackburn, Loretta Bosco, Drew Bynoe, Trish Bynoe, Rose Falanga, Megan Hynes, Rachel Irlam, Simon Knapp, Stav Lentakis, Kate Mason, Mel Melino, Laura Morris, Richard Neil, Catherine Petrakis, Tracey Rose, Annabel Sampson, Wendy Schonfeldt, Pramila Tiwari, Hayley Uden, Caterina Vignogna, Caryn Vonhof, Laura Vrbanac, Lori Walker, Dina Webb & Antonella Zito.

Parent Involvement in school initiatives is important in building understanding and appreciation of new practices in the school. With Restorative Practices imbedded across the school, a policy was developed outlining this practice and the procedures. It was decided to have an information session for parents, which was well received by the parents who attended. Parent Workshops will be an ongoing focus in 2019.

KidsMatter Component 2 training was undertaken and the School Action Plan has been updated to include the factors identified by the Action Team. Danielle Dedic is now exploring other student programmes that will support student wellbeing.

Appreciation and thanks to Anne Burke, Kate Mason, Caryn Vonhof who were the parent representatives on the School Action Team, together with Rita Garreffa, Kate Elmendorp (Term 1 & 2) and Danielle Dedic (Term 3 & 4).

The transition to school and extension to the preschool hours programme were enthusiastically received by students and parents and will continue in 2019.

'Buy Your Own device' was introduced in 2018. Two information and consultation meetings were held and the information from these meetings was shared with the entire school community in the newsletter. DATACOM was the company engaged to assist with this initiative. Appreciation and thanks to Kathleen Melis who has liaised with DATACOM and Cameron Technologies to ensure that this initiative was successfully implemented.

Parent Engagement is valued and deemed as an essential aspect of building a positive school community and nurturing respectful and authentic partnerships between home and school, all factors that contribute to improving student outcomes.

This year parents, students and staff were asked to participate in the National School Improvement Partnerships-School organisational Climate survey co-ordinated by Curtin University. Staff will analyse the data and information gained will be used to inform the 2019 Annual School Improvement Plan.

Resourcing

All goals outlined in the Annual Improvement Plan have been initiated and underway, in particular the redevelopment of the school site is well underway. Following consultation of the design brief with staff, School Board and wider community, Marino Rossi Architects was selected to design the building and PARTEK builders were chosen to construct the building.

The redevelopment includes a flexible learning area with a break out space for STEM and Inquiry learning, a library/resource area and two additional classes on track ready for use in April 2019.

Following many years of the school advocating for a crossing on Albermarle Street, including making representations at local council meetings, the City of Charles Sturt Council approved an emu crossing with construction in early January 2019, ready for implementation at the beginning of the 2019 scholastic year. Appreciation and thanks to the former chairperson of the Board, Tess Ryan for her passion and dedication in promoting this proposal and to the current Chairperson, Richard Ellerman for his ongoing support and commitment in achieving this outcome for the safety and wellbeing of our school and local community.

Staff undertook an audit of all learning areas using the "Creating Engaging Learning Environments" resource to further develop learning environments that are engaging and facilitate the learning as espoused by Reggio Emilia principles as being the 'third teacher.'

There has been a lot of discussion regarding upgrading the playground and play areas and I acknowledge Jet Htun's (Chloe and Cherie's father) offer to assist with this task. Jet, together with the following students: Lucia Hillary, Ella Maxwell, Isabella Trimboli, Lily Robinson, Shylah Smith, Lachlan Vonhof met with me and Rita Garreffa on many occasions to further develop the concept plans. The students engaged in these conversations, provided intelligent and thought provoking insights which will certainly inform the final design, reinforcing the importance of student agency in all learning opportunities.

I am very grateful and acknowledge the commitment and work undertaken by the Leadership Team, Staff, School Board, Parent Engagement Committee and students in continuing to work together in 2018 to continuously improve all areas of our school.

2018 was a busy and productive year that has seen the consolidation of initiatives introduced in previous years and the introduction of others to fulfil our commitment to continuous improvement and our strategic intentions are realized ensuring that we continue to build on the vision of Mary McKillop of providing education for all in an environment where our motto; "In all things love" is lived and proclaimed.

We are a small community with a BIG vision leading the way to EXCELLENCE!



2019 Improvement Plan

Catholic Identity

- Understanding the Theology of the Child
- Staff Retreat
- An emphasis on ecological conversation
- Building stronger links with the Parish

Teaching and Learning

- Introduce 'Scorelink' for data collection
- Professional Learning - developing a common understanding of the 'competent child'
- Involvement in the Re-Imagining Project
- Continue to develop use of Teaching and Learning Cycle and Understanding by Design template
- Introduce 'Words their Way' as a school wide approach to teaching Spelling
- Review the Mathematics Curriculum
- STEM Professional Learning
- Review the School Reports to include the competencies
- Buy your own device consultation

Community and Partnerships

- Further develop Parent Voice - Introduce Class Representative
- KidsMatter training - Introduce Component 2 of KidsMatter

Resourcing

- Undertake audit of all learning areas using "Creating Engaging Learning Environments" resource
- Upgrade the playground and play areas
- Redevelopment of the school to include a flexible learning break out space for STEM, a Library/Resource Area and two additional classes

Chairperson's Report

As we near the end of the 2018 school year at St Joseph's Hindmarsh it is rewarding to look back through what has been an extremely busy and successful year. Our Principal, Maria D'Aloia, along with her wonderfully dedicated teaching and administrative staff have continued to build on from a challenging and prosperous 2017 school year, further enhancing our reputation as a strong, community based Catholic school that not only educates our students through curriculum-based learning but guides them to become competent, resilient learners made in the Image of God.

Whilst schools are wonderful places for our children to live, learn and explore toward their futures they are run as any other business from a financial, administrative and planning point of view. This would not be possible without the tireless efforts of the Administration Staff, Finance Committee, Parent Engagement Committee and the School Board who in 2018 have met, discussed, debated, voted, deliberated, engaged, planned and implemented a myriad of projects, policies and plans dedicated toward the immediate and long-term future of St Joseph's School Hindmarsh.

The St Joseph's School Strategic Plan outlines the direction the school is heading in relation to Catholic Identity, Teaching and Learning, our Community and Partnerships, Resourcing and our Annual Improvement Plan in alignment with CESA's Strategic Plan from 2018 and beyond. The plan is set out with strategic goals relating to all areas above, strategies to implement those goals, responsibility to lead the strategies and what resources are required to implement the strategies which are then measured on their success through resultant data.

Throughout 2018 the commitment to our Annual Improvement Plan has been unwavering. We continue to work on our Catholic Identity within our motto "In all things Love" through the ongoing Sacramental Program, Spiritual Staff Retreat and commitment to the Crossways and MITIOG curriculum to name a few. Our Teaching and Learning strategy engulfs the desire St Joseph's staff hold toward delivering high quality teaching and learning with a more dedicated Mathematics program now in place, a consistent approach to spelling with 'Words their Way', continued professional learning to broaden our staff's capacity to teach through new and exciting opportunities in areas like Technologies and STEM and this commitment to build our teachers capacity will continue through the strategic plan throughout 2019.

Whilst improvement and success can be measured with results and data it is also worth noting that the environment provided for the Students and Staff at St Joseph's to learn, nurture and teach can have an astounding effect on their personal and professional wellbeing. After tiresome and dedicated work from previous Staff and Board Members we can finally look forward to a safer environment for all with the implementation of a school crossing in Albemarle St. early next year. Perhaps the most obvious improvement that will forever change the face of St Joseph's Hindmarsh is the redevelopment of the school grounds to incorporate new and exciting educational areas for students and teachers to continue on both their team and individual paths to success. Whilst minor works have already begun the new building will be finished and ready for everyone's enjoyment by Term 2, 2019 which will then be followed by exciting changes to the school yard from a visual, educational and play based perspective, all contributing toward an environment at St Joseph's that is welcoming for everyone and as importantly all within a budget that has been impeccably managed down to the last dollar!

In May this year I was fortunate to attend the inaugural School Board Chairperson's Forum to discuss significant matters pertaining to Catholic Education in South Australia and we can help strengthen the partnership between our Catholic School Communities and the South Australian Commission for Catholic Schools. Dr Neil McGoran, Director of Catholic Education in SA, led the forum where we not only met with other School Chairpersons, in particular with our Catholic School 'Cluster', to discuss how, as a Board, we can support our Principal in ensuring an excellent Catholic Education for all children and families but also to discuss how our School Strategic Plan enlivens the CESA strategy. Following this forum, I can proudly state the St Joseph's Strategic Plan is well and truly in line with CESA and with continued commitment to improvement each year we are well and truly offering a wonderful environment for all families, students and teachers and administrators.

In 2018 we have farewelled staff and students both long serving and short and we have said our final goodbyes to educating Year 7 students at St Joseph's as the Catholic School System embraces the change to Year 7, now being the beginning of their High School Chapter. We have appointed and welcomed others including our new APRIM and in 2019 we will welcome new staff and students and say farewell to more along the way. We have successfully implemented a BYOD system in readiness for NAPLAN on line. Our wonderful and dedicated Parent Engagement Group has worked tirelessly all year to meet, create, fundraise and implement initiatives that continue to bring our wonderful school community together as one.

St Joseph's School Hindmarsh is signing off on the 2018 School Year in a greatly improved position across all areas of Catholic Education and with continued dedication to further improvement year on year our school community is in a healthy and exciting place. I would like to take this opportunity to thank Maria and the staff at St Joseph's Hindmarsh for their tireless commitment throughout 2018, my fellow Board Members for their on-going commitment and support and I sincerely look forward to a happy, healthy and prosperous 2019 School Year.

Richard Ellerman

Chair

29 January 2019

Financial Report

The following financial report is for St Joseph's School Hindmarsh for 2018 with projected budget for 2019.

The Capital Building Program (part Australian, State grants and school contribution) commenced in October 2018 and estimated for completion in May 2019 at a cost of \$2,195,603.

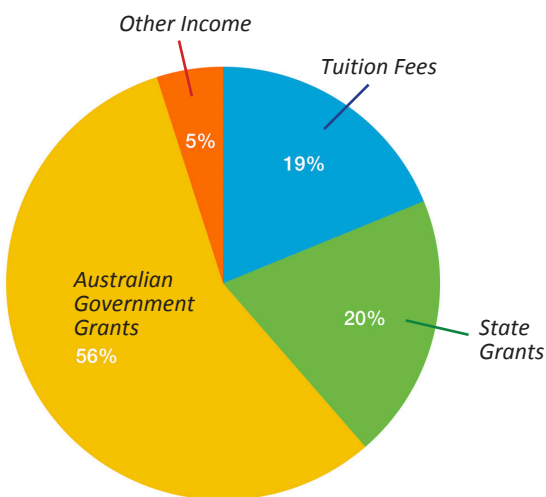
A purchase of land/building at 33 Bertie Street West Hindmarsh at the cost of \$550,000 allows us to expand play space for our students in the near future.

Our cash flow has seen a bank balance as at 31st December 2018 of \$631,700 due to a conservative budget approved by the School Board and aligned with the 5 Year Financial Plan set in 2018 before building works commencing in 2018 - 2019.

Student numbers were at 309 students for 2018 and has decreased to 259 students for 2018, the major influence being that both Year 6 & 7 students graduated at the end of 2018. These numbers have impacted on the level of funding to be received for Australian Government and State Government for 2019.

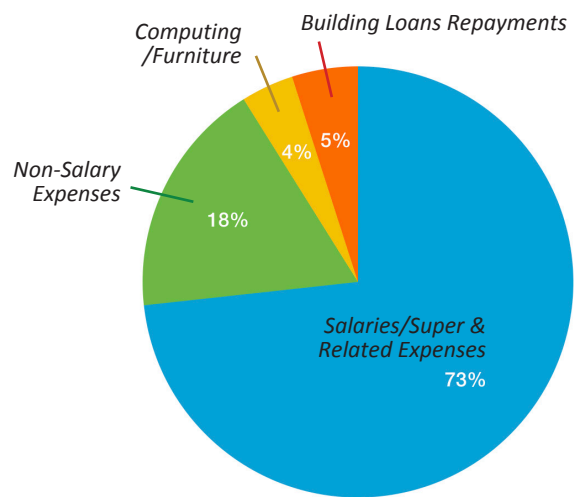
The graph's below are an indication of the Revenue Income & Expenditure for 2019 showing the reduced income stream for the school for 2019.

Income 2019 - Estimated



- Tuition Fees
- State Grants
- Australian Government Grants
- Other Income

Expenditure 2019 - Estimated



- Salaries/Super & Related Expenses
- Non-Salary Expenses Utilities etc.
- Capital - Computing/Furniture
- Capital - Building Loans Repayment/Interest

2018 Capital Expenditure

- Completion of a Capital Loan & Computing Leases that expired in 2018
- Capital Grant Progress Payments totalling \$384,566
- This surplus in recurrent funding will allow for major upgrade in 2019, refurbishing of new library, furniture, play space, and miscellaneous items required for the new build.

With a strong cash flow and not going into overdraft in 2018 we have earned a low interest rate on all capital loans from CDF and interest to recurrent income of \$6,242 for the year.

Summary

The Parent Engagement Committee have provided much needed additional funds and also enhanced community spirit in the school throughout 2018, whether as a volunteer at the Disco, Cultural Dinner, attending Art Show or Quiz Night, purchasing a cup of coffee, or an Easter raffle ticket, it is greatly appreciated.

Parent Engagement Fundraising provided much needed funds and was used to purchase the following items that were included on the Wish List.

Computing/Digital Equipment and Physical Education Equipment:

- 12x Packs Spheros
- 7x Boxes of Bloxels
- 6x BeeBots with Docking Station
- 1x OSMO Kit
- Physical Education items

All items contributing towards the education of our students and enhancing the opportunities that the school can provide.

In 2019 the Board approved a minimal increase of 2.9% only to our Tuition Fee Structure due to the difficulties many of our families are facing with rising costs of education. The recommended annual increase is 5%-8%. Our aim for the 2019 Draft Budget is to work within a tight fiscal budget in line with the 5 Year Financial Plan and in collaboration with Catholic Education Finance Team this year, as we plan to move through the major building works, the redesign and landscaping of play-space area and the costs associated with this \$2.2 million build.

Finance Committee 2018

Maria D'Aloia Tito Fiorenza Dawn Saleeba

	INCOME	EXPENDITURE	PROFIT
Parents Engagement Group Fundraising for 2018			
Cultural Dinner	937.00	0.00	937.00
Easter Raffle - with vouchers	1,326.00	675.00	651.00
Easter Buns	854.00	610.00	244.00
Coffee Club - machine returned early 2018	24.50	140.97	- 113.47
Electoral Funding	726.00	204.65	521.35
Mothers' Day Gifts	1054.00	797.04	256.60
Entertainment Books	1260.00	854.00	406.00
Sausage Sizzle	756.90	191.45	565.45
Disco	705.00	289.50	415.50
Quiz Night (Banked/Paid)	5896.30	2056.00	3840.30
Fathers' Day	488.00	174.41	313.59
Art Show	5081.00	2862.00	2219.00
Sports Day (BBQ & Cake Stall)	1806.10	198.40	1607.70
TOTAL INCOME - EXPENDITURE - PROFIT	\$20,917.80	\$9,053.78	\$11,864.02
Other Items			
Pie Grant (previous years funding)		1026.00	- 1026.00
Breakfast Club		449.00	- 449.00

TREASURER'S REPORT

	ESTIMATED BUDGET 2018	ESTIMATED BUDGET 2019
	(\$)	(\$)
RECURRENT INCOME		
Tuition Fees & Resource Fees	487,979	552,300
Student Activities	77,736	51,800
Interest Income	6,244	5,100
Long Service Leave	108,200	-
State Grant Income - per capita	725,112	644,500
Australian Government Grant Income - per capita	2,234,590	1,834,420
Grant Other Income	111,570	87,630
Miscellaneous Income	29,670	17,650
Insurance/Workers Comp. Miscellaneous	106,142	-
	3,887,244	3,193,400
LOAN - BUILDING/LAND (33 Bertie Street)	552,777	-
Capital Building Grant - 1st Payment	330,000	-
Capital Building Levy	31,649	46,320
TOTAL INCOME	4,801,670	3,239,720
TEACHING EXPENDITURE		
Teacher Salaries	- 2,148,361	- 1,688,666
Paid Parenting Expense	- 3,778	- 11,000
Salaries Counsellor	- 25,587	- 21,000
School Support Staff - ESO & Admin	- 346,620	- 322,375
Salary Related Costs - Super	- 234,604	- 169,027
Class Programmes	- 46,111	- 72,000
Student Activities	- 105,032	- 69,300
Computer Expenses	- 26,509	- 43,295
Miscellaneous	- 1,500	-
	2,936,601	2,393,663
ADMIN EXPENDITURE		
Administration/Computer Service Overheads	- 61,504	- 77,500
Workers Compensation Levy - Annual	- 29,274	- 32,000
Buildings/Grounds Overheads	- 107,982	- 112,127

TREASURER'S REPORT

	ESTIMATED BUDGET 2018	ESTIMATED BUDGET 2019
	(\$)	(\$)
ADMIN EXPENDITURE (cont.)		
Utilities Water/Electricity/Gas	- 60,372	- 75,500
Insurance	- 25,634	- 32,750
Teaching Overheads	- 13,299	- 15,500
Levies - Central Body	- 164,487	- 160,156
Interest on Loans & Leases	- 18,933	- 68,763
Miscellaneous Admin	- 5,617	-
Assets under \$1000	- 3,802	- 6,000
	- 490,904	- 580,296
CAPITAL EXPENDITURE		
Building (33 Bertie Street Property)	- 552,777	-
Fixed Equipment & Improvements	- 6,900	- 20,000
Furniture & Equipment	- 11,761	- 30,000
Computer Equipment	- 54,294	- 20,000
Building Works in Progress	- 519,025	- 50,000
Misc. Income Enrolments	- 5,355	-
Loan Principal Repayments - Buildings & Computers	- 224,406	- 155,981
	- 1,363,807	- 275,981
TRADING ACCOUNT - INCOME		
Canteen/OSHC/Preschool	489,415	492,000
Parents & Friends Levy	8,617	10,500
Fundraising	20,795	10,000
	518,827	512,500
TRADING ACCOUNT - EXPENDITURE		
Canteen/OSHC/Preschool	- 501,027	- 497,209
Parents & Friends Levy	-	-
Fundraising	- 8,774	-
	- 509,801	- 497,209
CASH RESULT/SURPLUS PROFIT	19,383.39	2,071
Cash Opening Balance as at 1st January 2019	\$631,999	



Parent Engagement Report

Report by Kate Mason [Parent Voice, Parent Liaison & Parent Engagement 2015-2018]

Parent Engagement welcomes all parents from within our school community to attend a monthly forum, work in partnership with School Leadership and collaborate with school administration & teachers to enrich our school community. As a group we also coordinate, along with volunteers, fundraising events & activities throughout the year.

At monthly meetings we are guided by 6 key pillars.

1. Support families in their Faith journey
2. Build school enthusiasm & pride
3. Build & strengthen community
4. Strive for ongoing positive learning & life outcomes for our children
5. Fundraise for continuous school improvement in a transparent manner & in line with school policy
6. Promote effective communication between home, school & community

In 2018 we encouraged broader participation in Parent Engagement by introducing a Parent Class Representative model. Parents were invited to nominate to represent their child's class to help with various activities throughout the year. Throughout the year there were regular call-outs for help by Class Parent Reps as well the wider school community to volunteer their time and experience. We attracted several new faces on a regular basis throughout the year & look forward to the Parent Class Representative program growing in enthusiasm over the coming years.

In 2018 parents volunteered for the school in many ways. Activities/Events included:

- Election Day Cupcake Stall & BBQ
- Breakfast Club
- Coffee Shop
- School Disco
- Hot Cross Bun Fundraiser/ Easter Raffle
- Sports Day BBQ & Cake Stall
- Cultural Dinner
- Grandparents Day
- Mothers Day & Fathers Day Stall
- Quiz Night
- Art Show
- Footy Dress Up Day

Other projects taking place year included:

- Parent Engagement Branding for marketing materials, meeting documentation, volunteer lists & other administration materials.
- Regular updates in the newsletter throughout the year with important dates, calls for volunteers & record of meetings
- Footy Boot Swap Meet
- Pancake Day

In 2018, we are proud to announce that through Parent Engagement events & activities, we raised \$11,864.02 which will be used to provide educational & sporting resources and equipment for students.

In 2019, as in previous years, we welcome all parents to get involved in big and small ways in Parent Engagement activities. All help is appreciated & helps to strengthen our school community. Look out for call-outs on Seesaw, Skoolbag and in the school newsletter.

WH&S Report

PURPOSE

To provide a summary of progress and current status of WH&S strategies, processes and activities within our school to demonstrate the following:

- WH&S systems are working effectively
- Management Commitment
- Control measures are in place
- There is evidence of continual improvement

USE OF REPORTS

Reporting on WH&S assists our School to identify any emerging trends, measure and compare WH&S performance, demonstrate St Joseph's School achievements in Work Place Safety and Employee Welfare, to promote development of strategies to improve WH&S performance, and it will assist the Board with determining future budget and resourcing requirements.

Instructions for Use

The WH&S Performance report should include:

1. **Injury Data** - Summarise injury data for the reporting period for both workers compensation claims and incident data. This will include a more detailed breakdown of part of body injured.
2. **Reportable Incidents** - Provide information on any reportable incidents to WH&S Representative immediately and actions taken as a result. Reportable incidents include: death, injury that results in admittance to a hospital, fire, electrocution etc.
3. **Consultation** - Identify the number of planned WH&S consultative meetings and workplace inspections against those conducted.
4. **Training** - Identify the number of planned WH&S consultative meetings and workplace inspections against those conducted.
5. **Safety Initiatives** - This section is used to describe any WH&S improvements or initiatives, any awards received, or any contribution made towards improving safety at a site of license level.
6. **Future Safety Improvements** - Describe any areas identified for future improvements. These improvements may have been identified as a result of a hazard reports, audits workplace inspections, incidents, maintenance, etc.

Responsibility

It is the responsibility of the Principal to:

- Ensure the reports are completed and presented to Board Meetings
- Summarise the reports and provide reports as per distribution below

AUDIT

Application of this report may be subject to an Audit.

1. INJURY DATA

Total Number of Employees Compensation Claims	2	Total Number of Employees in 2018 Rehabilitation	2
Number of Injuries resulting in loss of time	2	Total Lost Time	80 days
Total number of incident/injuries/near miss	22	Total number of investigations conducted	Nil

Summary of body parts injured from workers Compensation Claims and Incident Reports.

INJURY PART OF THE BODY	No. Injuries
Back (09/03/2018)	1
Foot (04/04/2018)	1

Please Note: A lost time injury is a work related injury that results in time off work by way of a Prescribed Medical Certificate

2. REPORTABLE INCIDENTS

- The number of reportable incidents to Work Safe Services: **Nil**
- Work Safe Services attended: **Nil**
- Actions taken as a result of incident: **Not Required**

3. CONSULTATION

The number of scheduled WH&S consultative meetings and workplace Safety Inspections versus actual is shown below:

FREQUENCY	Planned	Achieved
Meeting within the staff minutes weekly meetings <i>Available for review in Staff Minute records</i>	Weekly	Yes
Workplace Safety Inspections	0	Yes
Consultation Meeting Review - Principal, Deputy Principal Bursar and WHS Rep	0	Yes

Regular Meetings were held with Principal, Deputy Principal, WHS Rep & Bursar when required for follow up

4. TRAINING

The number of employees inducted and trained according to the Current Employee requirements

Number of New Employees		No. of New Employees Inducted within 1 Week of Commencement Work	
Teachers	8	Teachers	7
ESO	2	ESO	2

TRAINING PROGRAMME	Achieved
BELS - First Aid required every 3 years January 2016	Yes
Learning Manager - Camp and Excursions	Yes
Australian Privacy Laws	Yes
Mandatory Reporting - Abuse and Neglect - <i>Update 2021</i>	Yes

5. AUDITS

Internal Audits have been replaced by the online Rapid Service Alert. The tasks and due by dates are set by Catholic Safety Health and Welfare SA.

Some of the Following tasks that were completed:

Date	AREAS AUDITED	Non-Conformances	Observations
July 2018	Whole School Electrical Tag and Testing <i>Individual Electrical Appliances</i>	-	July 2018 <i>(2 Items Disposed) of)</i>
2018	Display Emergency Procedures <i>Evacuation/Lock In</i>	-	-
2018	Emergency Drills <i>1 Each Term</i>	-	Bell not heard in Parish Garden
Jan/July 2018	RCD Testing <i>Whole School</i>	-	January 2018 July 2018
2018	Risk Assessment's Completed <i>Excursions/Incursions</i>	-	-
2018	Displaying WHS Information & making it available to all workers	-	Emails sent by WHS Coordinator as required
2018	Ensure WHS newsletter from Catholic Safety is distributed and available to all staff	-	Emailed to All Staff

External Audits - No Audits undertaken for 2018

6. WH&S PERFORMANCE REPORT

- *Evacuation Drills/Lock In Drills were conducted as required*
- *Electrical Procedure Followed as per requirements*
- *Risk Assessments Completed and Filed*
- *Exit Light Testing Completed*
- *Fire Extinguisher Testing Completed - Jan/July*
- *Training for 2018 has been identified through the Staff Performance Review Process & following Catholic Work Health and Safety Requirements*

7. SIGNIFICANT HAZARDS IDENTIFIED

- Replaced backflow
- Installed racks in Sports Shed
- FLICK Pest Control
- Jacaranda tree trimmed in Parish Garden
- Trees trimmed in yard
- Replacement of glass upstairs facing Grange Road
- Albemarle St gate to be locked at 4.20pm
- New chain installed in Playground to meet standards

8. AREAS IDENTIFIED FOR THE FUTURE IMPROVEMENT

The following are areas which were identified for future improvement:

- Incorporate in new building programme
 - Bell a Fire Alarm System
 - Relocation of Bins
 - Upgrade sound system externally

Denise Tarrant
WH&S Officer

School Performance Report

Student Attendance

Group Type	Name	Year	Group Seq No.	Term 1	Term 2	Term 3	Term 4
Year Level	PS	2018	0	0%	0%	0%	0%
Year Level	RE	2018	1	92.66%	93.39%	93.51%	94.66%
Year Level	01	2018	2	94.89%	95.10%	92.00%	95.53%
Year Level	02	2018	3	95.37%	95.92%	94.87%	94.59%
Year Level	03	2018	4	96.88%	96.03%	95.13%	97.14%
Year Level	04	2018	5	93.20%	93.71%	93.50%	92.91%
Year Level	05	2018	6	95.99%	96.30%	93.20%	95.22%
Year Level	06	2018	7	94.98%	94.18%	92.79%	92.12%
Year Level	07	2018	8	92.31%	91.71%	89.22%	91.09%
Average				84.03%	84.03%	82.69%	83.69%

ENROLMENTS	
Total Students	333
Female	164
Male	169

NAPLAN School Summary Report 2018

This year we have continued to make growth or have maintained learning in our students' NAPLAN results.

Percentage of students who achieved the minimum standard

YEAR 3			
% students who achieved the National Minimum Standard			
COMPONENT	2016	2017	2018
Reading	98	91	95
Writing	98	100	100
Spelling	95	100	100
Grammar and Punctuation	95	91	95
Numeracy	93	97	95

YEAR 5			
% students who achieved the National Minimum Standard			
COMPONENT	2016	2017	2018
Reading	96	93	93
Writing	100	93	89
Spelling	100	95	98
Grammar and Punctuation	93	93	93
Numeracy	100	91	96

YEAR 7			
% students who achieved the National Minimum Standard			
COMPONENT	2016	2017	2018
Reading	100	100	100
Writing	100	100	97
Spelling	97	95	100
Grammar and Punctuation	97	95	93
Numeracy	97	100	97

SCHOOL PERFORMANCE REPORT
NAPLAN SCHOOL SUMMARY REPORT 2018

Reading and Numeracy

Estimated standardised student progress between 2016-2018

YEAR 5	READING		NUMERACY	
PROGRESS/GROWTH	%		%	
	SCHOOL	AUSTRALIA	SCHOOL	AUSTRALIA
LOW	26	25	21	25
MEDIUM	47	50	61	50
HIGH	26	25	18	25

YEAR 7	READING		NUMERACY	
PROGRESS/GROWTH	%		%	
	SCHOOL	AUSTRALIA	SCHOOL	AUSTRALIA
LOW	33	25	17	25
MEDIUM	42	50	62	50
HIGH	25	25	21	25



SCHOOL PERFORMANCE REPORT
NAPLAN SCHOOL SUMMARY REPORT 2018

Year Three Analysis for 2018

EXCELLED	YEAR THREE	FOCUS AREA
<p><i>Imaginative text</i> – identifies setting, interprets visual and written cues, creates meaning</p> <p><i>Information text</i> – locates directly stated information, interprets vocabulary, evaluates meaning of bold text</p>	READING	<p><i>Narrative</i> – purpose of a paragraph, locates directly stated information</p> <p><i>Persuasive</i> – interprets directly stated information, main idea, pronoun reference</p> <p><i>Magazine</i> – use of subheadings</p> <p><i>Emails</i> – comparing text, informal greeting</p>
<p>One and two syllable words</p> <p>Double final consonant</p> <p>Ending in vowel and consonant</p> <p>Suffix – ‘ed’</p> <p>Consonant ‘y’ ending</p>	SPELLING	<p>‘wh’, ‘ty’, ‘our’, ‘x’, ‘ce’</p> <p>Ending – ‘ze’, ‘se’, ‘es’, ‘et’</p>
<p>PERSUASIVE TEXT</p> <p>Personal opinion</p> <p>Correct formation of simple and compound sentences</p> <p>Organised into paragraphs mainly focus on one idea</p> <p>Evidence of persuasive structure</p> <p>Conveys understanding</p> <p>Correct use of capital letters and full stops</p> <p>Correct spelling of simple, most common words</p>	WRITING	<p>PERSUASIVE TEXT</p> <p>Consistent persuasive text</p> <p>Use of precise words and word groups</p> <p>Extending sentences</p> <p>Sentence punctuation</p>
<p>Correct pronoun in a simple sentence</p> <p>Conjunctions to join to main clauses</p> <p>Contractions</p> <p>Verbs in simple</p> <p>Preposition</p> <p>Nouns in simple sentences</p>	GRAMMAR & PUNCTUATION	<p>Adverbs</p> <p>Sentence as command (recipe)</p> <p>Commas in a list</p> <p>Speech - consistently</p> <p>Apostrophe</p>
<p>Capacity: full/half full etc</p> <p>Australian coins</p> <p>Tables</p> <p>Patterning</p> <p>Addition</p> <p>Subtraction small numbers</p> <p>Map/grid location</p> <p>Problem involving addition then multiplication</p> <p>Tally from a table</p>	NUMERACY	<p>Calculates height compared to other objects</p> <p>Place value</p> <p>Missing number to make a number sentence true</p> <p>Subtraction – text problem</p> <p>Equalise problem – addition/subtraction</p> <p>Mass – scales and differences</p> <p>Calendar to identify given date</p> <p>Area by counting whole and half squares</p>

Year Five Analysis for 2018

EXCELLED	YEAR FIVE	FOCUS AREA
Personal letter – Main purpose <ul style="list-style-type: none"> • Links information across paragraphs • Locates directly stated information • Identifies purpose of descriptive language Narrative – Identifies the setting <ul style="list-style-type: none"> • Purpose of paragraphs Persuasive discussion <ul style="list-style-type: none"> • Main idea • Pronoun reference • Identifies author’s perspective Information text <ul style="list-style-type: none"> • Purpose of a diagram • Interprets a diagram • Interprets directly stated information Advertisement - layout	READING	Narrative – Evaluates a character trait <ul style="list-style-type: none"> • Identify directly stated information • Purpose of a Narrative Persuasive discussion <ul style="list-style-type: none"> • Identifies contrasting information • Interprets directly stated information Information text <ul style="list-style-type: none"> • Persuasion in opening paragraph • Purpose of a sub-heading • Analyses information to make a reference • Identifies the difference between an information text and a persuasive text Advertisement – evaluative language <ul style="list-style-type: none"> • Directly stated information • Author’s perspective and assumption
<ul style="list-style-type: none"> • Short vowel sound • Multi- syllable words • ‘er’, ‘ai’, ‘ou’, ‘ir’, • Ending in vowel and consonant 	SPELLING	‘ates’ ending - ‘ar’ ending - ‘ed’ ending ‘ar’ endings - ‘ents’ ending - ‘oi’ ‘sym’ beginning
PERSUASIVE TEXT <ul style="list-style-type: none"> • Consistent persuasive text • Three or more instances support position • Personal position • Cohesion in parts • Organised into paragraphs for one idea • Simple and compound sentences • Capital letters and full stops • Some sentence level punctuation • Few examples of conventional spelling 	WRITING	PERSUASIVE TEXT <ul style="list-style-type: none"> • Persuasive language i.e: deliberate language choices • Highly persuasive • Precise words or word groups • Multiple ideas and arrangement of paragraphs • Correct spelling
<ul style="list-style-type: none"> • Subordinating conjunctions – complex sentences • Article ‘an’ or ‘a’ • Verb to ensure subject-verb agreement • Contractions • Noun clause in Complex • Action verbs, adverbs in complex sentences • Capital – geographical place name • Comma in a complex sentence • Question mark 	GRAMMAR & PUNCTUATION	<ul style="list-style-type: none"> • Adverbial phrase • Quotation marks for direct speech • Apostrophe • Noun/pronoun agreement in a complex sentence

Year Five Analysis for 2018 (cont.)

EXCELLED	YEAR FIVE	FOCUS AREA
<ul style="list-style-type: none"> • Value of Australian coins • Calculates change – simple transaction • Compare capacity • Estimates using metric units of length • Tally from a table • Scale for a Column graph • Number pattern – missing number, repeated addition or multiplication • Simple division problems • Fractions – quarter of 8 parts • Faces of a prism • Identifies a shape after rotation • Directional language – map 	<p>NUMERACY</p>	<ul style="list-style-type: none"> • Money - rounding • Place value to solve subtraction • Converts litres to millilitres • Timetable – duration of time • Area of irregular polygons • Number sentences – multiplication and addition – continue a number sentence • Percentage discount – price of an item • Decimal places on a number line • Calendar day of the week, dates

Year Seven Analysis for 2018

EXCELLED	YEAR SEVEN	FOCUS AREA
<p>Narrative</p> <ul style="list-style-type: none"> • Purpose of text structure and language features descriptive details • Use of repetition • Settings from dialogue • Character’s outlook • Inferencing <p>Informative webpage</p> <ul style="list-style-type: none"> • Main purpose • Purpose of capital letters • Locates directly stated info <p>Information text</p> <ul style="list-style-type: none"> • Purpose of diagrams • Interprets a diagram • Identifies difference between information text and a persuasive text <p>Advertisement</p> <ul style="list-style-type: none"> • Text layout 	<p>READING</p>	<p>Narrative</p> <ul style="list-style-type: none"> • Figurative language • Sequence of events • Informative webpage • Intention of images <p>Information text</p> <ul style="list-style-type: none"> • Purpose of sub-heading • Locates directly stated information • Evaluates the tone of a rhetorical question • Purpose of italics <p>Advertisement</p> <ul style="list-style-type: none"> • Author’s assumption and perspective • Directly stated information <p>Persuasive discussion</p> <ul style="list-style-type: none"> • Purpose of introductory paragraph • Interprets a metaphor • Interprets emotive language • Infers author’s point of view
<ul style="list-style-type: none"> • ‘ar’, ‘ic’ ending • ‘micro’ beginning • ‘dge’, ‘nn’ 	<p>SPELLING</p>	<ul style="list-style-type: none"> • Double consonants before ‘ed’ • ‘ow’, • ‘ed’, ‘ate’, ‘ies’ ending • ‘sc’ beginning

Year Seven Analysis for 2018 (cont.)

EXCELLED	YEAR SEVEN	FOCUS AREA
<p>PERSUASIVE TEXT</p> <ul style="list-style-type: none"> • Some information • Simple written content/short script • Contains one or two ideas • Ideas are supported with some development or elaboration • Paragraphs • Sentence level punctuation • Correct spelling 	<p>WRITING</p>	<p>PERSUASIVE TEXT</p> <ul style="list-style-type: none"> • Complete argument • Precise and sustained choice of language • High persuasive language • Structure of paragraphs to support or elaborate argument
<ul style="list-style-type: none"> • Cohesively links complex sentences • Clause commas in a complex sentence • Quotation marks • Verb form – tenses 	<p>GRAMMAR & PUNCTUATION</p>	<ul style="list-style-type: none"> • Colon • Placement of commas in a list • Direct speech – quotation marks • Pronouns • Apostrophe of possession • Adverbial phrase
<ul style="list-style-type: none"> • Unit of measurement • Converts litres to millilitres • Volume of a cube • Shape – rotation • Multi-step problem <ul style="list-style-type: none"> - Multiplication and division of whole numbers 	<p>NUMERACY</p>	<ul style="list-style-type: none"> • Venn diagram to solve problem • Calculate profit • Calculate fractions of a quantity • Timetable – duration of time • Division with remainder • Prime factors • Multi-step (decimal) • Compare unit price of different sized items • Volume of cube – convert to litres for capacity • Percentages • Ratios • Number sequence – doubling

Summary

This year's NAPLAN results show many students excelling with concepts as well as highlighting needs. Students who did not achieve the National Minimum Standard are being catered for with strong classroom programmes, targeted support with a teacher and/or ESO plus 'Individual Learning Plans' and 'Accommodations', that are reviewed regularly.

Teachers will analyse the NAPLAN data along with other School data collection processes, Running Records (PM Benchmarks for Early Years and Fountas and Pinnell for Primary and Middle Years), PAT-R, PAT-M data and Language and Literacy Levels so as to inform their teaching and cater for individual student needs. Scorelink will provide a platform to store, to further analyse and compare data.

Having analysed this data our school focus in 2019 will be:

LITERACY

- Introduce 'MiniLit' for Yr 1/2 students to target letter sound and word knowledge
- 2019 focus on establishing an agreed practice across the school

READING

- Continue and maintain Guided Reading and Literature Circles
- Encourage participation in Premier's Reading Challenge
- Use of 'Bug Club' to provide supportive materials
 - This can be accessed at home
- Rainbow Reading materials for specific students
- PM+ Reading materials to support specific students
- Targeted intervention groups with a teacher

SPELLING

- 'Words Their Way'
 - Continue to monitor student needs and progress
 - Review whole school implementation
- 'Reading Doctor' used for specific students
 - 'Reading Doctor' reviewed for ease of student use
- 'MiniLit' introduced in 2019 for Year 1, 2 and some Year 3 students

GRAMMAR AND PUNCTUATION

- Functional Grammar continued and further PD
- Use of other resources to explicitly teach features
- Targeted intervention groups with a teacher

WRITING

- Teaching and Learning Cycle – constant review
- Text Type review and mapping
- Language and Literacy Levels to analyse students' writing, their needs and to monitor progress – provide further and ongoing PD to teachers
- Targeted intervention groups with a teacher

NUMERACY

- Agreed practice across school
- Review needs and address targeted areas

SCORELINK

A programme to enter student assessment data from school assessments, NAPLAN and other supported assessments. Comparing and analysing data gives directions for acknowledging student progress and highlighting student needs.

STUDENT SUPPORT

Literacy and EAL support will be integrated into classroom activities to support the 'Teaching and Learning Cycle', monitor reading and writing progress and oral language development. ESO support will be allocated to assist in student development.

All initiatives have been included in the School Annual Development Plan.

I congratulate both students and teachers along with the supportive families in enabling our students to view themselves as successful learners.

Kay Carmody
Literacy/EAL Co-ordinator

National School Improvement

Student Voice | Lower Primary - Years R to 2

Student Voice | Upper Primary - Years 3 to 7

Parent Voice - 125 Parents Surveyed

Teacher voice - 14 Teachers Surveyed



National School Improvement

In 2018, the school took part in the National School Improvement Partnership with Curtin University – NSI National School Improvement - to seek feedback from the community, rather than the Parent Satisfaction Survey used in previous years.

Parents' attitudes about their children's schools can have far-reaching effects. Their perceptions may influence student attitudes about school, whether and how parents engage with the school, and even parents' decisions about which school their child will attend. As interest in family-school engagement and school choice increases ... schools' need to accurately and efficiently measure parent attitudes also grows.

—Schueler, Capotosto, Bahena, McIntyre, & Gehlbach (2014)

The NSI Parent and Caregiver Survey (PaCS) was developed to gather parents' and caregivers' perceptions of the school climate. Parents' and caregivers' involvement in schooling can play a critical role in students' academic success; a growing body of research that indicates that parental engagement in schooling supports students' learning and leads to better learning outcomes (see, for example, Alton-Lee, Robinson, Hohepa, & Lloyd, 2009; Bandura, Barbaranelli, Caprara, & Pastorelli, 2001; Froiland & Davison, 2014; Henderson & Mapp, 2002; McCoach et al., 2010; Neuenschwander, Vida, Garrett, & Eccles, 2007; US Department of Education, 2007).

The PaCS measures parents' and caregivers' perceptions about a range of dimensions of the school climate. This helps schools consider how they can foster greater involvement of parents and caregivers, as key stakeholders, in the life of the school.

Through the PaCS, parents and caregivers contribute their perspectives on their children's experiences at school (for example, whether they feel their child/ren are supported by teachers or are making satisfactory progress).

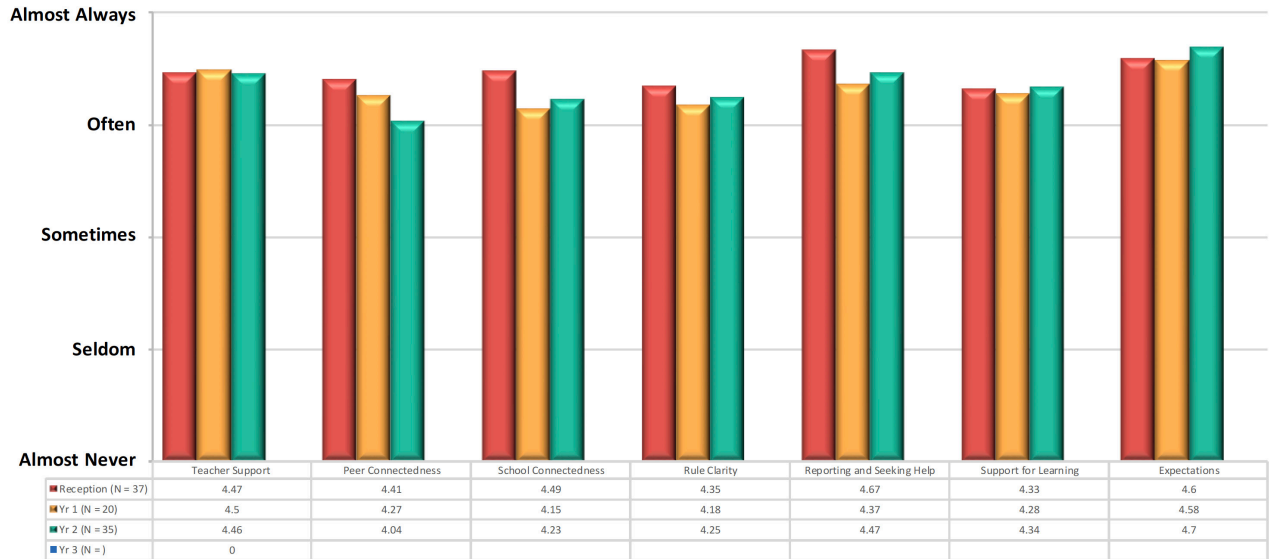
The PaCS also gathers information about how parents and caregivers feel the school treats and interacts with them (such as the ease of communication and whether parents and caregivers feel welcomed and valued within the school community). This information complements the information collected from students and teachers, allowing the school to construct a comprehensive picture of the school's strengths and areas for improvement.

The following graphs reflect the responses received last year. During 2019 further analysis will take place with support from Curtin University.

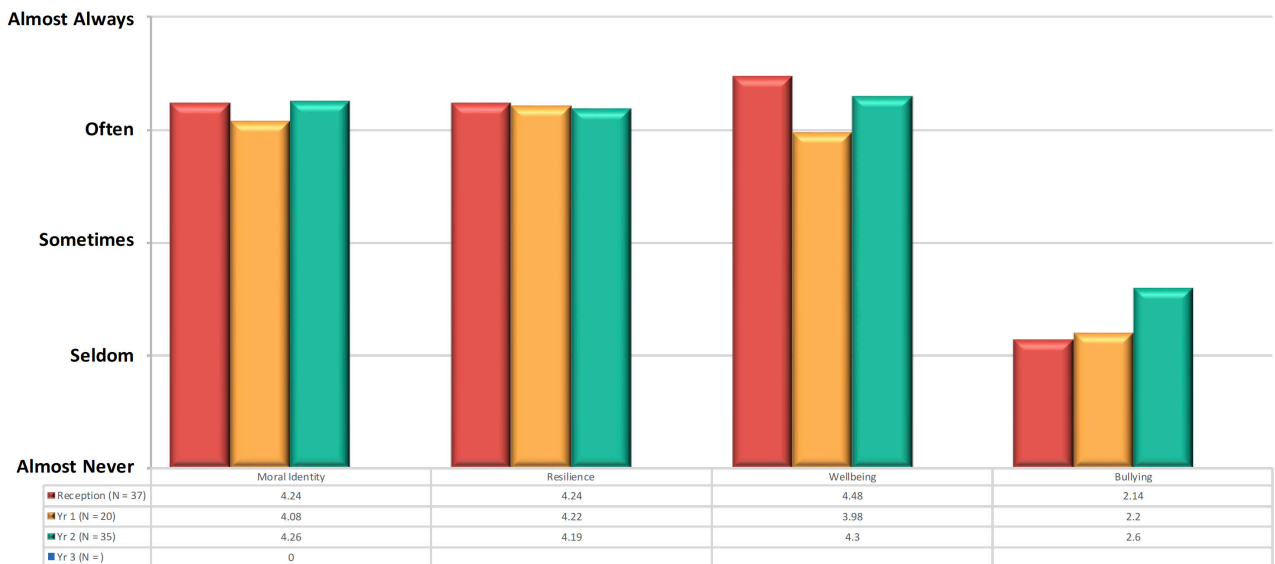
Student Voice

Feedback for 2018 | Lower Primary - Receptions to Year 2

School Climate: by Year Level



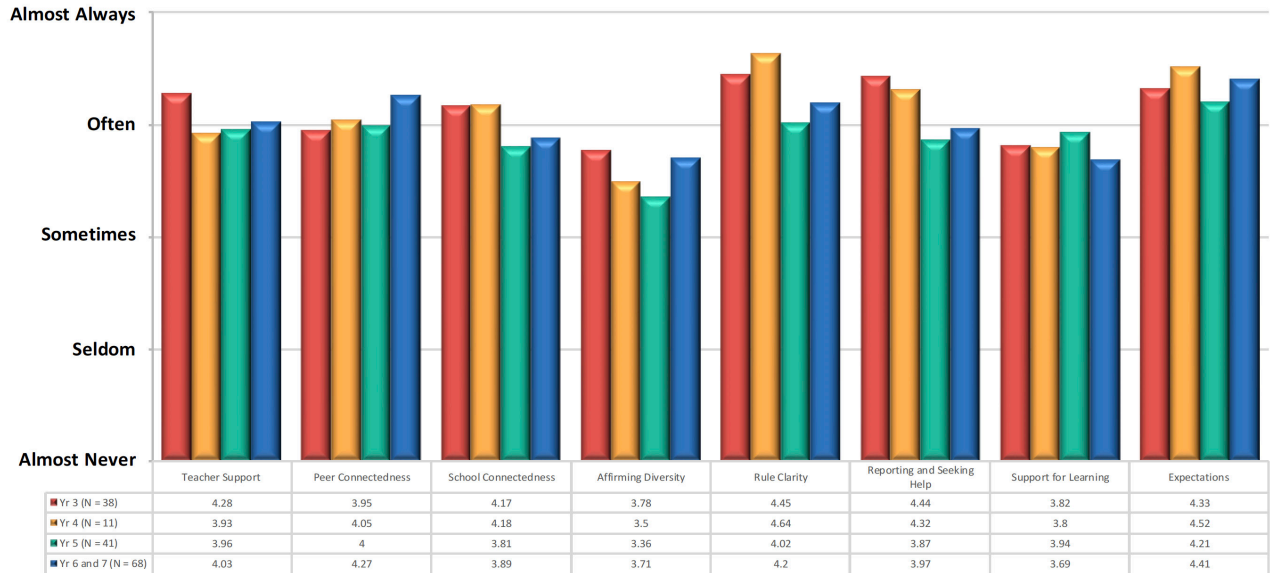
Protective and Risk Factors: by Year Level



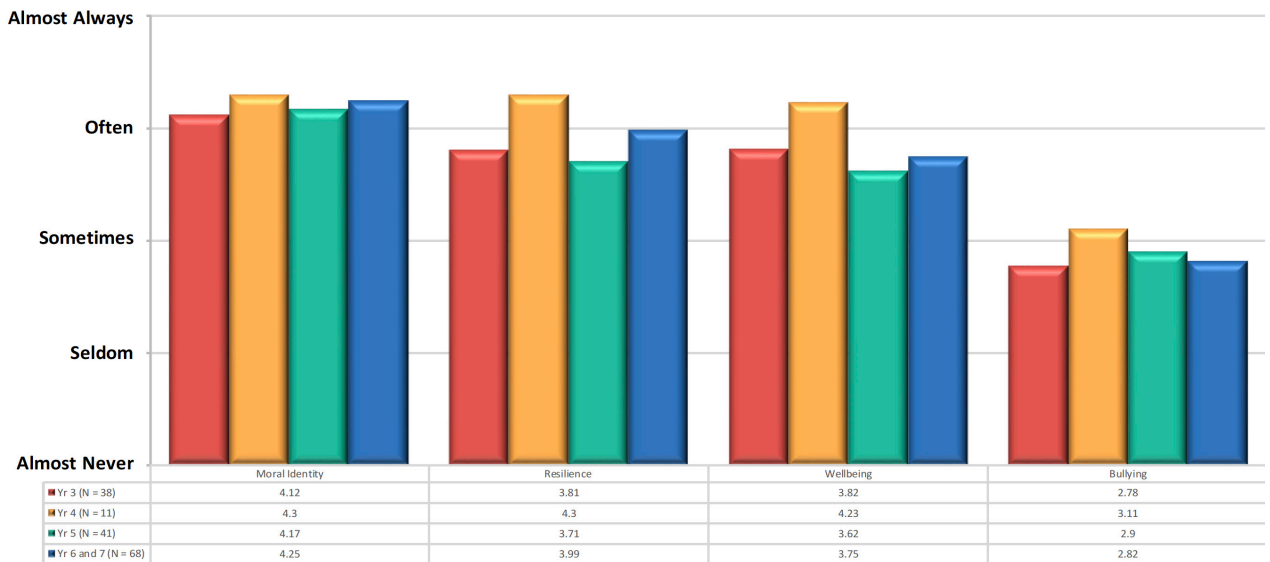
Student Voice

Feedback for 2018 | Upper Primary - Year 3 to Year 7

School Climate: by Year Level



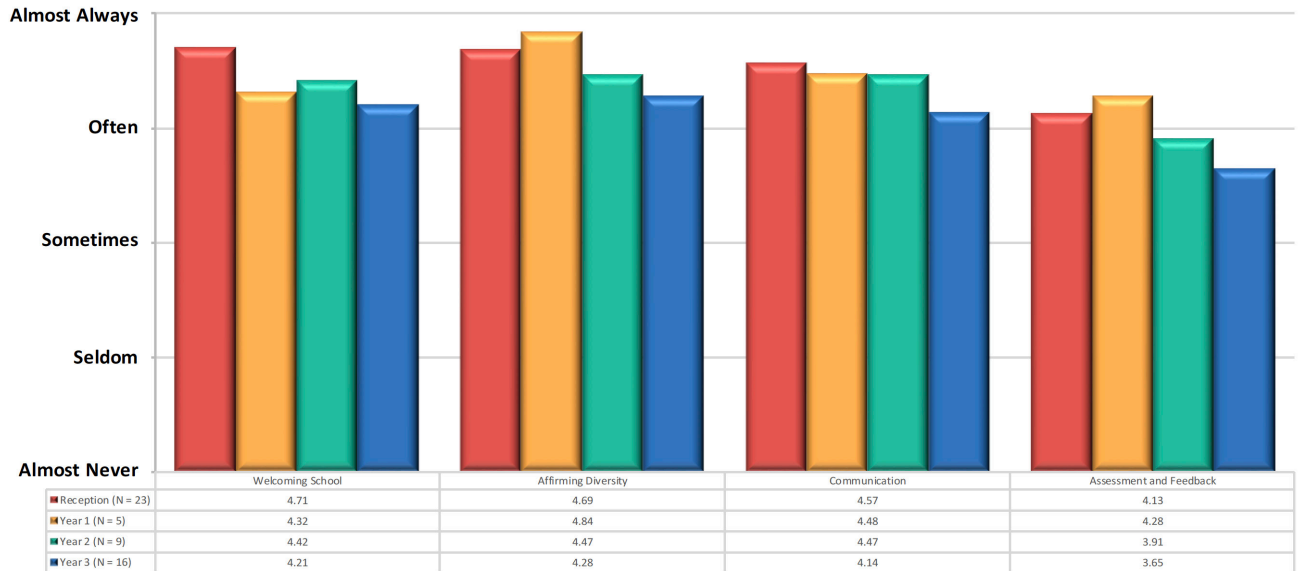
Protective and Risk Factors: by Year Level



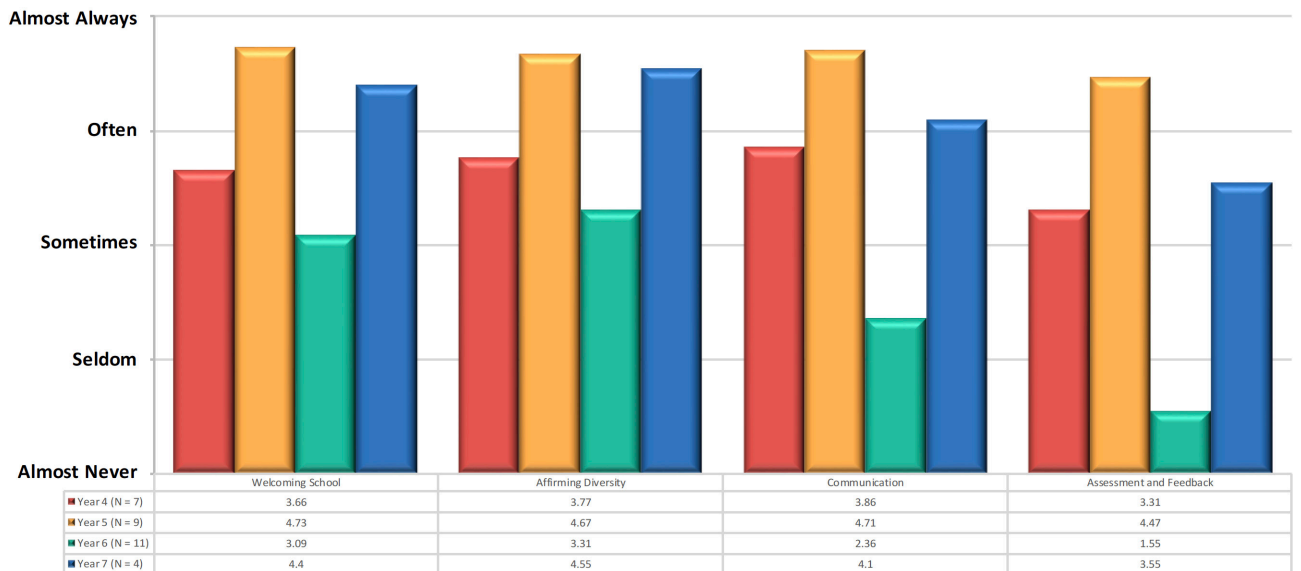
Parent Voice

Feedback for 2018 | 125 Parent Surveyed

Parent's Experience: by Year Level – Lower Primary



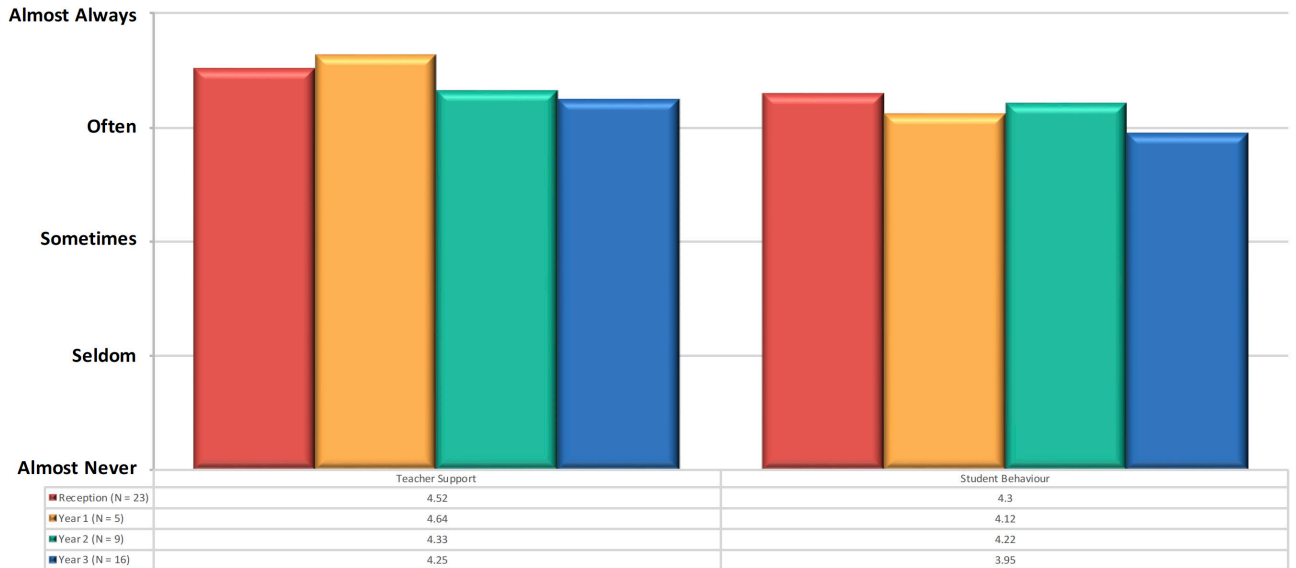
Parent's Experience: by Year Level – Upper Primary



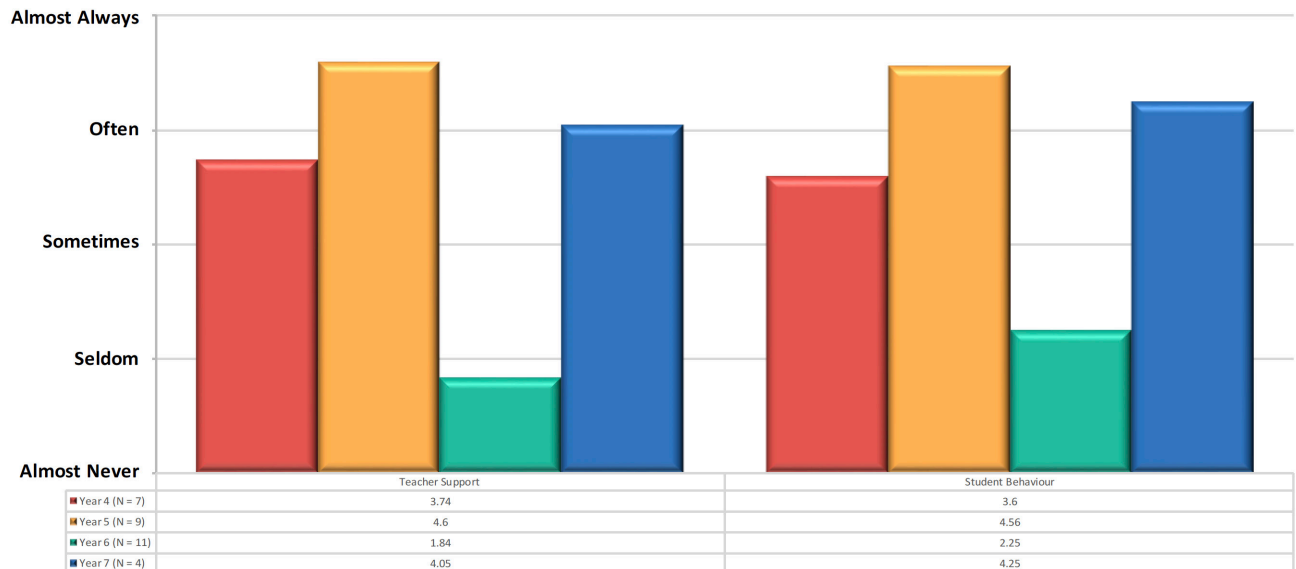
Parent Voice

Feedback for 2018 | 125 Parent Surveyed

Views of Children's Experience: by Year Level – Lower Primary



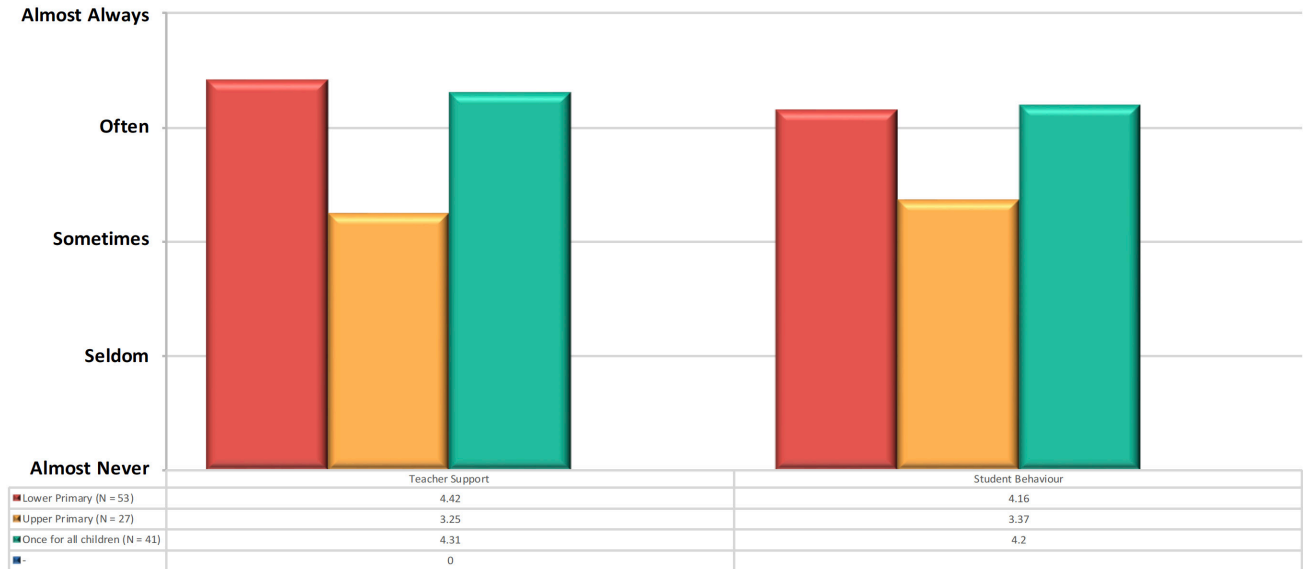
Views of Children's Experience: by Year Level – Upper Primary



Parent Voice

Feedback for 2018 | 125 Parent Surveyed

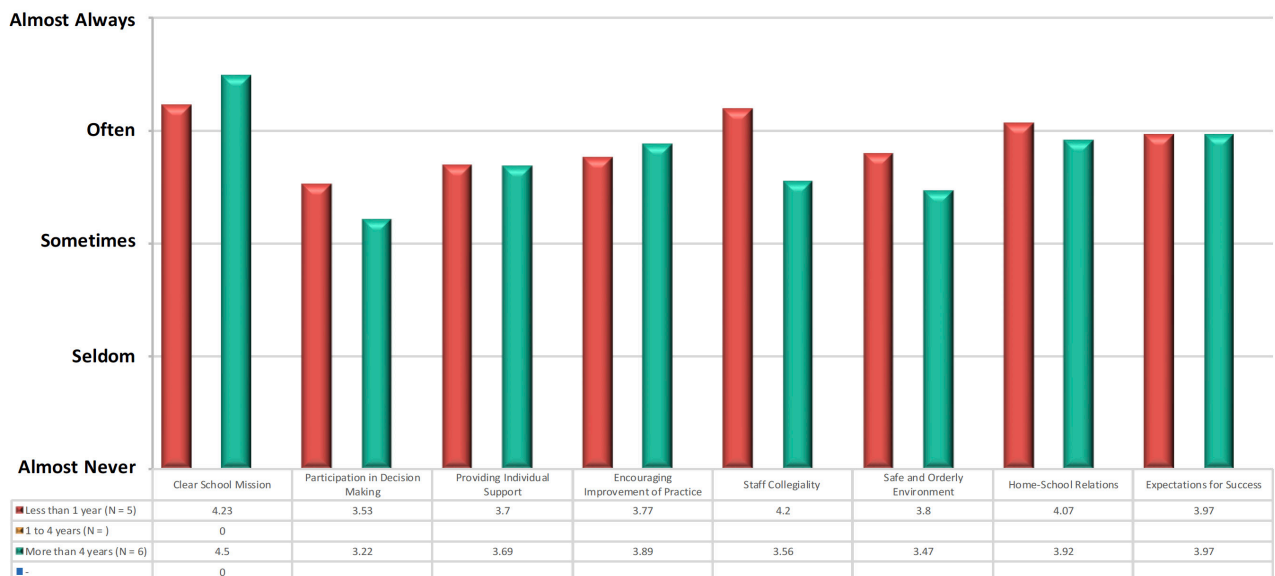
Views of Children's Experience: by School Level



Teachers Voice

Feedback for 2018 | 14 Teachers Surveyed

Organisational Climate: by Years at St Joseph's School







ST JOSEPH'S SCHOOL
HINDMARSH

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