



ST JOSEPH'S CATHOLIC SCHOOL HINDMARSH

Annual General Community Meeting

TUESDAY 6th FEBRUARY 2018





*A Faith Community
Inspired by Love
Empowered through
Learning to...
Make a Difference*

RESPECT COMPASSION FORGIVENESS SERVICE HOPE

Agenda

- 1 **Welcome**
- 2 **Apologies**
- 3 **Prayer led by Lisa McCormick**
- 4 **Introduction of School Board**
- 5 **Annual Reports**
 - Principal - *Maria D'Aloia*
 - Chairperson of School Board - *Tess Ryan*
 - Finance - *Tito Fiorenza & Dawn Saleeba*
 - Parent Voice/Parent Liason - *Kate Mason*
 - WHS - *Denise Tarrant*
- 6 **School Performance Report**
 - Student Attendance
 - NAPLAN
 - Satisfaction Surveys
- 7 **General Business**
- 8 **Launch 2018-2010 Strategic Plan**
- 9 **Introduce New Board Members**



Principal's Report

I am pleased to report that the initiatives listed in the 2015-2017 School Strategic Plan have been completed or near completion. This report will outline the progress of the initiatives outlined in the Annual Improvement Plan of 2017.

Catholic Identity

The year began with staff discussing and identifying 'our purpose' and reviewing the Vision statement, our values and identifying practices and procedures that would give witness to our motto.... "In all things love."

Our discussions led to further consultation with the School Board, Parent Voice and Students. Following the consultation with all stakeholders it was decided that the following statement captured the essence of who we are as a school community.

St Joseph's Catholic School
A Faith Community
Inspired by Love
Empowered through Learning to.....
Make a Difference

The new vision statement was proudly shared at the St Joseph's whole school Mass on the Feast Day of St Joseph. The following is a brief explanation of what our new vision statement means and why it has been chosen.

St Joseph's Catholic School Hindmarsh

We are a Catholic School. A Catholic School is a welcoming and inclusive community that looks to Jesus and the gospels each and every day, in each and every interaction and decision. We acknowledge our history and the charism of the Josephite Sisters who founded our school.

A Faith Community

We are a multicultural community that acknowledges, welcomes and respects the faith traditions of all families in our school.

Inspired by Love

We look to Jesus, Mother Mary MacKillop and the Sacred Heart Missionaries for guidance and inspiration and we journey together to be the best possible version of ourselves.

Empowered by Learning To Make a Difference

We are all life-long learners, all striving to gain the knowledge, dispositions and skills to fully engage in our learning, make connections with others and strive to make a positive contribution today and into the future. Our school values of Respect, Service, Compassion, Forgiveness and Hope reflect our Catholic Tradition and guide us as we build our community.

Following a two day training session focusing on Restorative Practices, facilitated by CESA Behaviour Consultant – Michael Lincoln, it was agreed to trial Restorative Practices, to assist students to build positive relationships with others and restore relationships when required as it was felt that this approach would assist us in fulfilling our mission.....'In all things love.'

Underpinning this approach are the 5 respects:

Respect for self
Respect for others
Respect for Staff
Respect for Learning
Respect for Environment

Michael Lincoln attended staff meetings throughout the year to deepen our understanding and inform our practice which led to the review of the Behaviour Education policy. Building social capability and collaboration is a key competency for all students and key priority of our work. Hence the new policy being entitled: '*Respectful Relationships*'

These initiatives have been important for us in achieving our objective of promoting practices and procedures that contribute to the Catholic Identity of our school. A copy of this policy will be available on the school website shortly.

Strengthening the Catholic Identity of St Joseph's School remains a top priority in all that we do, and it will be important for us as a school community to develop deeper understandings of what it means to be named a Catholic School and how we can remain true to our origins. This means looking seriously and reflecting on the life and mission of Jesus, growing in understanding of what it means to be a community of following Jesus who shared his vision and mission of being welcoming, inclusive, compassionate and able to honour and find a place for each person who chooses to come to St Joseph's. It is important that we continue to be engaged in Restorative Conversations and practices and that we seek ways to forgive and promote life-giving opportunities to all.

Some expressions of our Catholic Identity in 2017 were found in prayer, liturgy, our social justice outreach and leadership and in our contemporary Religious Education Programme.

Teaching and Learning

Developing the capacity of staff continued to be a key strategic intention at St Joseph's. 2017 was the final year of the 'Learning Process' project. All teaching staff developed goals that focused on the Whole School Enquiry Focus: In what ways does developing 'concepts of learning' rather than focusing on 'content of learning' deepen student learning and engagement. With continued input from educational consultant, Mark Treadwell, throughout the year, and support from Curriculum Coordinator Rita Garreffa, staff continued to develop their understanding of the competencies, micro lessons and other initiatives that were introduced in the 'Learning Process' project. Pedagogical change was evident throughout every class. In term 4 all staff were involved in sharing their new insights with each other. This was a very significant experience where staff in collaboration were able to articulate how their teaching practices had developed and the positive impact this directly had on student engagement and learning outcomes.

Early Years classes could also see the direct link between the 'learning process' pedagogical practices and the underlying principles of Reggio Emilia education.

The major pedagogical shift in teaching practices at St Joseph's Hindmarsh is that of student agency. Providing students with opportunities to theorize, inquire and delve deeper may look different in each class, but what needs to be celebrated is that Student Voice is an integral part of the learning process.

Rita Garreffa and Kate Elmendorp have assisted staff in using the *Backward by Design* tool to create and develop learning opportunities and units of work that directly connect to the ACARA achievement standards and to focus on developing concepts of learning rather than merely focusing on content.

Educational consultant, Sharyn Clyma also assisted staff to integrate the 'teaching of learning cycle' with the Backward by Design template to ensure the targeted and explicit teaching of written language for all students, across all genres. This will be an ongoing focus in future years.

The analysis of student data assisted in the review of the Intervention programme offered by Literacy Coordinator, Kay Carmody. Targeted support for students with English as an Additional Language is a key aspect of Kay's co-ordination role.

ICT co-ordinator Kathleen Melis, attended a workshop, *'Teaching students to Code'*, and imparted this knowledge to other teachers and supported students in classes to develop an understanding of coding skills and other competencies outlined in the ACARA Technologies curriculum. Professional development in Technologies continues to be a priority focus area in 2018 and beyond ensuring that students are provided with an integrated approach to STEM- Science, Technology, Engineering and Mathematics and are equipped with the skills, dispositions and knowledge required to succeed as they move into higher education.

Staff also had the opportunity of working with Ben Jucius, Project Officer from Adelaide University CSER (Computer Science Education Research Group) Digital Technology team. This professional learning assisted staff to develop their understanding and confidence in this curriculum area, which will ultimately continue to enhance the learning opportunities offered to your children.

Ben was very impressed with our staff – he stated; *"their understanding of contemporary pedagogy, their understanding of the importance of student voice and commitment to providing relevant learning experiences should be commended."*

It was also very affirming to receive an invitation from ECHO (Early Childhood Organisation) to participate in the Term 4 "Making Our Own Road EXPO." The EXPO was a culmination of a two year 'Reimagining Childhood in SA' professional learning project, that is a direct response to Carla Rinaldi's report to SA.

Educational consultant, Lisa Burman stated:

"So many of our members were inspired by their visits to St Joseph's, Hindmarsh on our past 'Mobile Conferences', and we would love to have the opportunity to showcase and acknowledge the powerful learning environments and rich pedagogy at St Joseph's".

Our participation involved setting up a documentation exhibit to make visible the competent child and the competent educator in our context. The exhibit reflected the pedagogical journey and the St Joseph's context. Thanks to Rita and Diana for showcasing our school so well.

All of the initiatives introduced this year will be consolidated in 2018 and implemented across all year levels to ensure all students are provided with excellent learning opportunities for ongoing success.

Community and Partnerships

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

In response to comments received in the satisfaction survey it was agreed that the minimum level of communication with parents is essential in developing positive relationships and promoting trust, an essential element in building positive relationships. Teachers use various means of communication including; newsletters, apps such as See-saw and Skoolbag. Learning journeys and expos across the school at the end of each term have also been well received.

Appreciation, acknowledgment and thanks needs to be directed towards the Parent Voice Committee and the Parent Liaison Team who continued in their endeavor of building strong links between school and home to assist in building an inclusive and connected community.

Thank you to Francesca Aiossa, Loretta Bosco, Lleyan Harriott, Kathy Horan, Megan Hynes, Kate Mason, Mel Melino, Caterina Vignogna, Caryn Vonhof and Antonella Zito who have strived to continue building the school community. I would also like to acknowledge the work undertaken by the Parent Liaison team; Kate Mason, Caryn Vonhof, Michelle Blackburn and Catherine Petrakis for further engaging the community in a variety of ways. The community liaison notice board and school calendar has been positively received and has been so important in keeping the lines of communication open to all. The Parent Liaison Team hosted a morning tea for new parents to the school and gathered information from a survey distributed to all parents to help build the community and fulfill the intentions of the Parent Voice Committee as outlined in the 6 pillars. Information gathered from the Parent Voice survey and the School Satisfaction Survey will be discussed with staff, School Board and Parent Voice committees.

In 2017 it was decided to start the journey of becoming a “*KidsMatter*” school. KidsMatter Primary is a mental health and wellbeing framework for primary schools that has proven to make a positive difference to the lives of children.

The four components known to have a positive impact on children’s mental health are:

1. Positive school community
2. Social and emotional learning (SEL) for students
3. Working with parents and carers
4. Helping children with mental health difficulties

An Action team was formed including Kathy Horan, Rita Garreffa, Kate Elmendorp and parent representatives; Anne Burke, Kate Mason and Caryn Vonhof. Their role was to develop an action plan based on the responses from student, staff and parent surveys.



Resourcing

With the renovations in the Early Years classrooms completed in early January, attention was directed towards completing the Master Plan. Following advice and valued support from Peter Smith, the Development Officer from Planning & Development at CESA, the School Board agreed to engage Thomson Rossi to develop concept drawings for the final stage of the Master Plan. It is important to note that Thomson Rossi was the architect that had designed the previous stage of the Master Plan and had all the prior knowledge and drawings of the existing buildings.

It had been identified that closing the plaza area to create additional learning spaces could lead to the removal of the transportable buildings and create more nature play areas, and together with the demolition of the current OHSC house and removal of the existing playground would create significant additional play space for students. Upgrading the playground and play areas were then included in the scope of work targeted for redevelopment.

I am delighted to inform you that we have been successful in receiving a Capital Development grant to the amount of \$500,000 towards the proposed building project. A grant application for a flag pole was also successful and two flagpoles were installed in Term 4. Year 6/7 students were provided with the appropriate training and took on the leadership duty of raising the flags each day.

The School Board has also been in discussion with the local council and state and federal members of parliament advocating for a pedestrian crossing on Albemarle Street and better controls on Grange Road, as there have been numerous occasions when cars had gone through the crossing on a red light whilst families were crossing! The School Board has requested additional safety features and in particular a red light camera to be installed which is considered a major deterrent for motorists. Tess Ryan, Chairperson of the School Board represented our school community at the December 11 Council meeting outlining our safety concerns and the paramount need for a school crossing on Albemarle Street. This decision has been deferred until the March council meeting. I am very grateful for her ongoing commitment and passion for our school, which Tess has demonstrated in her role as Chairperson of the Board.

Early in the year Tom Cameron from Cameron Technologies was asked to conduct an Audit of ICT infrastructure across the school and upgrade the ICT infrastructure, facilitating a better delivery of ICT's across the school. This upgrade was necessitated with the significant increase in the number of devices now being used in the school.

It was also considered important to arrange for the installation of Airconditioning in the hall to ensure that the hall could be used throughout the year.

An application requesting Vacation Care at St Joseph's was lodged with the Education and Early Childhood Services Regulation and Standards Board of South Australia. This was granted to commence on 8 January 2018. The viability of this service to the community would be reviewed throughout the year to ensure that it does not place a financial burden on the school budget.

I am very grateful and acknowledge the commitment and work undertaken by the Leadership Team, Staff, School Board, Parent Liaison Team, Parent Voice Committee and students for continuing to work together in 2017 ensuring our ongoing commitment to continuous improvement and teaching and learning.

2017 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 MacKillop of providing education for all in an environment where our motto; "In all things love" is lived and proclaimed.

2017 Improvement Plan

Catholic Identity

- Review the Vision and Mission statement
- Staff Retreat – Laudato Si
- An emphasis on ecological conversion
- Develop a liturgical calendar to include whole school masses and class masses
- Develop stronger links with parish
- Implement Restorative Practices
- Students having opportunities to attend Mass at Sacred Heart Church

Teaching and Learning

- Review Vision and Mission Statement – What is our purpose?
- Continue to participate in Mark Treadwell project and incorporating Reggio Emilia Approach to learning in Early Years
- Introduce Teaching and Learning Cycle
- Involvement in the Re-Imagining Project
- Analyse student data to inform teaching and improve student learning
- Continue to be involved in Inquiry Projects
- Planning in Learning Teams

Community and Partnerships

- Further develop Parent Voice
- KidsMatter training – Introduce Component 1 of KidsMatter
- Beginning of Year – Meet the teacher
- Skoolbag translation of correspondence
- Streamline communication structures

Resourcing

- Conduct an Audit of ICT infrastructure across the school and upgrade ICT infrastructure
- Develop student well being programme – commence training KidsMatter
- Undertake audit of all learning areas using “Creating Engaging Learning Environments” resource
- Engage an architect to develop a Master Plan
- Undertake feasibility study to close plaza and create additional learning spaces enabling the removal of the transportable buildings and create more nature play areas
- Upgrade the playground and play areas

Chairperson's Report

It's hard to believe another school year has passed! As always 2017 at St Joseph's proved once again to be a particularly busy and prosperous year. Student enrolment numbers are stable, numerous school community activities organised for all to be involved in, staff formation days with Mark Treadwell, vacation care commencing and the capital upgrade to the school grounds.

Under the leadership of our principal, Maria D'Aloia, with strong support from all staff especially the administration staff, a very diligent Finance Committee with strong fiscal management, a very active Board and a dedicated Parent Voice group have all contributed as a community to ensure St Joseph's remains a resilient, family focused Catholic community school.

Some of the projects and initiatives from 2017 include:-

Capital Works – The school engaged Thomson Rossi Architects to work with us and develop the plans for the upgrade to the school building and grounds. With funds being secured through a loan from the Catholic Development Fund, capital grant funding and our financial position being monitored by CESA we are hoping this exciting development in the life of our school with commence in March 2018 after the plans have gone to the Development Committee for approval.

Strategic Plan – The schools Strategic Plan was reviewed and Domain 1 and 8 from the CESA Continuous Improvement Framework, was referred to regarding our Catholic Identity and Stong home, school, community engagement. This review was completed in consultation with staff, students, the Board and our community to continue the engagement between home/community and school.

Vacation Care – St Joseph's successfully applied for Vacation Care to commence at the school, commencing in January 2018.

Annual School Improvement Plan – This included looking at how the school engages with:

- Catholic Identity, (Develop a Liturgical Calendar and stronger links with the Parish)
- Teaching and Learning (Review Vision and Mission Statement and Continue to participate in Mark Treadwell project)
- Community Partnerships (Further develop Parent Voice and commence KidsMatter training)
- Resourcing – (Audit ICT infrastructure across the school and commence Capital upgrade feasibility)

St Joseph's School Mission and Vision Statement - It is now proudly displayed in the front office and is an active slogan of the schools deep commitment to giving our children the best possible education in the Catholic faith. The school community, staff and students all contributed to this document.

New Sandpit/Play Area - A new sand pit was installed in the front garden. The old playground and sand pit area was assessed as being unsafe and not up to current code.

Flag Poles - The school received a grant for a flag pole. Two flag poles were installed near the front office with both the Australian and Aboriginal flag. Senior students within the school take the responsibility of putting the flags up and down every day. These students also explain to the younger years group the significance and importance of these flags.

Albemarle St/Grange Rd Crossings - the Board continued to work with the Charles Sturt Council and the Department of Planning, Transport and Infrastructure on the very real safety concerns and issues our community faces on a daily basis regarding both of these crossings. The Board highlighted the need for a school crossing on Albemarle St which culminated at the end of 2017 in the schools views on this crossing

being heard at a Council meeting and unfortunately the decision on the crossing has been deferred until March 2018. I would encourage the new board to maintain the pressure on Council to ensure our community remains safe, as is every person's right. I would also like to thank all the staff at St Josephs for monitoring the Grange Rd crossing both before and after school

Parent Voice - the very active Parent Voice group continued to grow throughout 2017. The work this group does need to be highly commended. The Welcome Pack they introduced for new families is just one example of the outstanding commitment this group has to continue to work with our community to remain inclusive and be a voice for all the families in our school – all the very best for the future!

In 2019 the makeup of our Catholic Primary schools will change from this year with high school now commencing in Year 7. 2018 will see the graduation into high school of both our Year 6 and Year 7's. This major adjustment will prove challenging and also provide opportunities to re-look at how and what we need to do to ensure our student numbers stay constant and to provide every child with the best learning opportunities St Joseph's can offer.

I wish the new school board all the very best for this exciting year at St Joseph's Primary. It has been a real honour and a source of pride for me to be Chair of the Board and I know that with Maria's strong leadership and Fr Bill's guidance the school will continue to grow and prosper.

Tess Ryan

Chair

29 January 2018

Financial Report

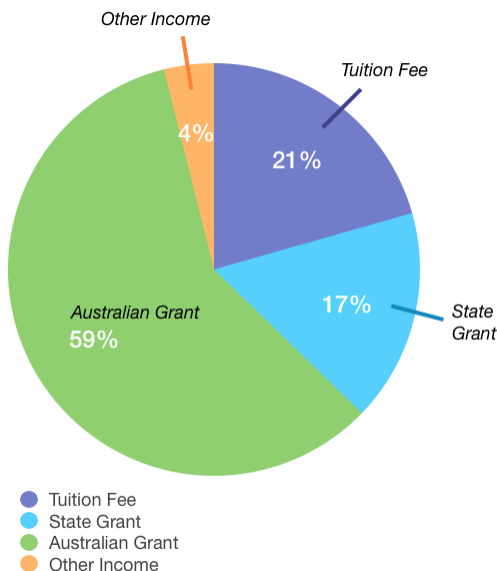
The following financial report is for St Joseph's School Hindmarsh for 2017 with projected budget and 5 year plan for 2018 and beyond.

Performance

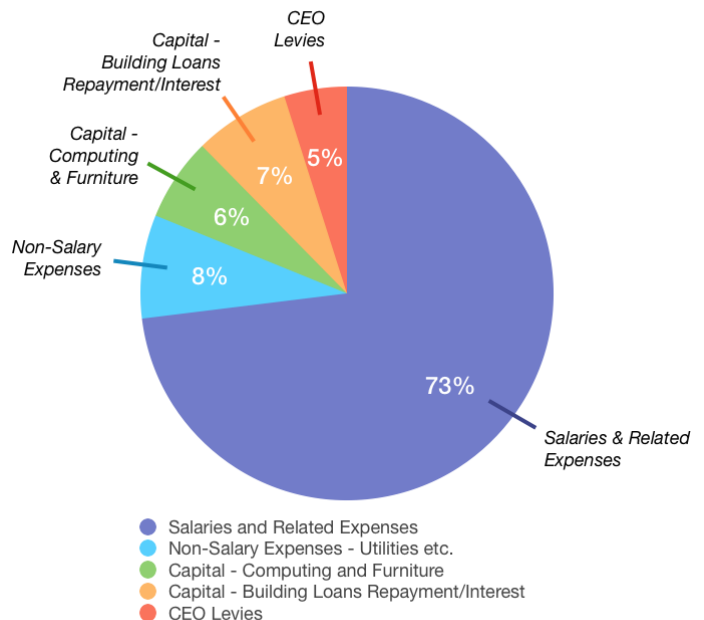
Our cash flow has seen a bank balance as at 31st December 2017 of \$490,027 due to a conservative budget set by the school board in light of proposed building works commencing in 2018.

- Student numbers were at 286 students for 2017 and has increased to 313 students for 2018. These numbers will directly impact on the level of funding received from the Australian Federal Government and State Government each year. The graphs below is an indication of the Revenue Income & Expenditure for 2018 clearly showing the income stream for the school yearly according to enrolment numbers.

Revenue Income 2018 - Estimated



Revenue Expenditure 2018 - Estimated



2017 Capital Expenditure

- Completion of a Capital Loan & Computing Leases expiring in 2017
- This surplus has allowed for major upgrade in 2017, refurbishing of classroom furniture, bag hooks, carpet and painting of the Early Learning and Plaza Area Buildings during holiday break (Jan-17)
- Garden areas were completed at the front of the school and the relocation of the sand-pit.
- A new large Barbeque was purchased in line with safety requirements and to allow for more fund raising activities to occur at the school
- New Air-conditioning has been installed in the Tuckshop and 2 small offices at the cost of \$8,850
- Air-Conditioning to the Hall was completed and paid for out of the surplus, at the cost of \$65,000
- SALARY BACK-PAY for all staff due to the Enterprise Bargaining Agreement not being approved for 3 years

With a strong cash flow being held during 2017 we have earned a low interest rate on all capital loans from CDF and interest of \$8,675 for the year.

Summary

The Finance Committee would like to thank the parents and community for the contribution of \$6,394 to the school in 2017, whether as a volunteer at the disco, cultural dinner, purchasing a cup of coffee, or an Easter raffle ticket it is appreciated.

Parents Fundraising provided much needed funds towards Lego Technics for use by students in our school. In 2017 and 2018 the Board approved a minimal increase of 2% only to our Tuition Fee Structure due to the difficulties many of our families are facing with rising costs of education. The recommended increase is 5%-8% per annum.

Our aim for the 2018 Draft Budget is to work within a tight fiscal budget and in line with the newly developed 5 year plan in collaboration with Catholic Education Finance this year, as we hope to commence major building works in the near future.

Finance Committee 2017

Maria D'Aloia Tito Fiorenza Dawn Saleeba

		INCOME	EXPENSES	PROFIT
Parents & Friends Fundraising for 2017				
Late Payment	Wine Show 2016	\$434.00	---	\$434.00
March - April	Easter Raffle/Easter Buns	\$2345.00	\$590.00	\$1,755.00
April - June	Entertainment Books	\$1185.00	\$1050.00	\$135.00
May	Mother's Day Gift Stall	\$1066.50	\$751.06	\$315.00
May	Fashion Parade	\$316.75	---	\$316.00
April	Art/Card Order	\$108.00	---	\$108.00
July	Christmas in July			
	- Raffle	\$393.00		
	- Tickets (48)	\$1920.00		
	- Donation	\$80.00		
	- Expenditure			
	- Dinner		\$1175.00	
	- DJ		\$400.00	\$818.00
September	Father's Day Gift Stall	\$1064.45	\$553.00	\$511.00
October	Sports Day Sausage Sizzle	\$1770.00	\$476.00	\$1,294.00
December	Disco	\$635.00	\$348.00	\$287.00
Jan - Dec	Coffee Shop	\$3989.00		
	Rental per month \$178.75		\$2145.00	
	Coffee beans/milk/sugar & cups/lids		\$1423.00	
				\$421.00
PIE GRANT - Federation		\$1500.00	<i>Expenditure completed of Grant in 2017</i>	
TOTAL INCOME - EXPENDITURE - PROFIT		\$13,059.00	\$8911.00	\$6394.00

TREASURER'S REPORT

	ESTIMATED BUDGET 2017	ESTIMATED BUDGET 2018
	(\$)	(\$)
RECURRENT INCOME		
Tuition Fees & Resource Fees	624,283	670,128
Student Activities	48,220	52,481
Interest Income	9,500	9,785
Long Service Leave	74,000	
State Grant Income - per capita	655,279	738,735
Australian Government Grant Income - per capita	1,845,606	2,027,894
Grant Other Income	61,830	25,500
Other Income	9,000	9,000
	3,327,718	3,533,523
NON-RECURRENT INCOME		
Capital Donations	51,800	53,128
	51,800	53,128
TOTAL	3,379,518	3,586,651
RECURRENT EXPENDITURE		
Teacher Salaries	1,912,636	1,914,831
Paid Parenting Expense	-	-
Salaries Counsellor	19,000	19,570
School Support Staff - ESO & Admin	301,328	301,749
Salary Related Costs - Super	205,780	210,827
Class Programmes	94,820	97,516
Student Activities	77,200	89,056
Computer Expenses	15,500	18,166
	2,626,264	2,651,715
RECURRENT ADMINISTRATION EXPENDITURE		
Administration/Computer Service Overheads	60,950	62,851
Workers Compensation Levy - Annual	36,000	39,900
Buildings/Grounds Overheads	119,433	127,325

TREASURER'S REPORT

	ESTIMATED BUDGET 2017	ESTIMATED BUDGET 2018
	(\$)	(\$)
RECURRENT ADMINISTRATION EXPENDITURE (cont.)		
Utilities Water/Electricity/Gas	62,000	70,100
Insurance	26,000	30,780
Teaching Overheads	10,250	10,550
Levies - Central Body	156,614	162,395
Interest on Loans & Leases	19,229	22,438
Assets under \$1000	-	5,000
	490,476	531,339

CAPITAL EXPENDITURE		
Building/Architect Costs	37,500	
Fixed Equipment & Improvements	127,000	20,000
Furniture & Equipment	12,000	10,500
Computer Equipment	27,700	15,000
Loan Principal Repayments - Buildings & Computers	254,170	224,543
	458,370	270,043

TRADING ACCOUNT - INCOME		
Canteen/OSHC/Preschool	438,300	436,500
Parents & Friends Levy and Expenses	33,000	33,000
Hall Hire	1,000	400
	472,300	469,900

TRADING ACCOUNT - EXPENDITURE		
Canteen/OSHC/Preschool	428,300	428,300
Parents & Friends Levy and Expenses	10,000	10,000
	438,300	438,300

CASH RESULT/SURPLUS	161,592	165,154
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Cash at Bank Opening Balance 1st January 2018		490,027
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Parent Voice & Parent Liaison

Report from Kate Mason [Parent Voice Representative 2015–2017, 2017 Parent Liaison Representative]

Parent Voice Group is an open forum for discussion & event organisation where we work in partnership with School Leadership. We welcome all parents/guardians from our school community. We meet approximately monthly, along with a member from the School Leadership Team to work in collaboration on our 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

As we strive for continuous improvement, our meetings focus on a broad range of topics & how we can best 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.

In 2017 the following Parent Voice Group coordinated/volunteered for, a range of events within our school including:

- 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
- Ladies Fashion Parade
- Christmas in July Dinner

In 2017 a sub-group 'Parent Liaison' was formed with 4 members; Catherine Petrakis, Michelle Blackburn, Caryn Vonhof & Kate Mason. The primary focus of the Parent Liaison group was to nurture strong connections between Parent Voice, school administration & parents within our community.

We undertook specific projects this year including:

- New family information session & morning tea in first term
- Publication of information sheet/school calendar for new families & subsequently the whole school
- Community Notice Board in the school hall
- Regular updates in the newsletter throughout the year with important dates, calls for volunteers and record of Parent Voice meetings
- Volunteer call sheets for each school event requiring help & event coordination to invite the whole school community to get involved
- Second hand school uniform swap meet
- Organisation of Sonia Ryan Cybersafety sessions for both students & parents
- Organisation of Community wide survey to ascertain family preferences for events & priorities, data collection & reporting

In consultation with Parent Voice & School Leadership, it is our recommendation for 2018, that in place of Parent Liaison, that we move to a 'two parent per class representative' model to ensure our community involves as many people as possible to help bring the wider community closer together. With a larger pool of representatives we will benefit from a wide range of experience, ideas as well as sharing the workload. We believe this approach will be more sustainable & stronger in the longer term.

Through the Parent Liaison Survey, the community has indicated their preferences for the following events in 2018 & we look forward to an exciting school calendar including:

- Art Show
- Family Friendly Events
- Special Food Days for the Students
- Footsteps
- Quiz Night
- Cultural Dinner

As in previous years, we welcome all new parents & existing parents to come along to Parent Voice meetings in 2018 and/or nominating for a Parent Class Representative role. Our hope is that by sharing ideas, having an active voice & volunteering even a small amount of time, our school community will be strengthened, which benefits us all.

Meeting times will be published in Skoolbag & School Newsletters.

Hope to see you there!



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	1	Total Number of Employees currently on Rehabilitation	1
Number of Injuries resulting in loss of time	1	Total Lost Time	44
Total number of incident/injuries/ near miss	16	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
Knee	-
Back	-
Finger	-
Nose	-
Other	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: **ONE**
- 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	2	Yes
Consultation Meeting Review - Principal, Deputy Principal Bursar and WHS Rep	4	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	6	Teachers	5
ESO	8	ESO	7

TRAINING PROGRAMME	Achieved
BELS - First Aid required every 3 years January 2016	Yes
Learning Manager - Driver Safety Awareness Training	Yes
Learning Manager - Camp and Excursions	Yes
Mandatory Reporting - Abuse and Neglect	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 2017	Whole School Electrical Tag and Testing	-	-
2017	Display Emergency Procedures- Evacuation/Lock In	-	-
2017	Emergency Drills	-	-
Jan/July 2017	RCD Testing	-	-
2017	Risk Assessment's Completed	-	-
2017	Displaying WHS Information and making it available to all workers	-	-
2017	Ensure WHS newsletter from Catholic Safety is distributed and available to all staff	-	-

External Audits - No Audits undertaken for 2017

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*
- *Installation of Air Conditioners in Hall Completed*
- *Training Programmes have been noted above*
- *Training for 2017 has been identified through the Staff Performance Review Process & following Catholic*
- *Work Health and Safety Requirements*

7. SIGNIFICANT HAZARDS IDENTIFIED

- *Installed new sandpit in Parish Garden*
- *Replaced bridge with steel plate*
- *Overhaul plumbing toilet system in adult and children's toilet*
- *Grange Road Lights - now staff monitor crossing in the morning and afternoon*
- *Trees trimmed at entrance of school and carpark*

8. AREAS IDENTIFIED FOR THE FUTURE IMPROVEMENT

The following are areas which were identified for future improvement:

- *Review current risk assessments on plant equipment and update*
- *Induction Paperwork - Provide a package/email information where possible*
- *In Parish garden a watering system is to be installed in the garden beds*
- *Review recycling within the school by teachers and students*

9. COMMENTS

The WH&S Co-ordinator Denise Tarrant successfully completed WH&S Certificate IV.

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	PE	2017	1	0%	0%	0%	0%
Year Level	RE	2017	1	95.61%	92.57%	87.19%	93.80%
Year Level	01	2017	2	96.14%	94.99%	91.00%	92.27%
Year Level	02	2017	3	94.25%	94.70%	91.42%	95.33%
Year Level	03	2017	4	95.24%	91.39%	92.10%	92.26%
Year Level	04	2017	5	95.85%	95.75%	92.10%	95.10%
Year Level	05	2017	6	93.74%	89.93%	92.56%	91.86%
Year Level	06	2017	7	94.35%	92.43%	90.87%	88.11%
Year Level	07	2017	8	96.04%	93.76%	95.61%	94.33%
Average				84.58%	82.84%	81.43%	82.56%

ENROLMENTS	
Total Students	327
Female	158
Male	169

NAPLAN School Summary Report 2017

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	2015	2016	2017
Reading	98	98	91
Writing	96	98	100
Spelling	98	95	100
Grammar and Punctuation	100	95	91
Numeracy	93	93	97

YEAR 5			
% students who achieved the National Minimum Standard			
COMPONENT	2015	2016	2017
Reading	100	96	93
Writing	100	100	93
Spelling	100	100	95
Grammar and Punctuation	100	93	93
Numeracy	100	100	91

YEAR 7			
% students who achieved the National Minimum Standard			
COMPONENT	2015	2016	2017
Reading	100	100	100
Writing	100	100	100
Spelling	95	97	95
Grammar and Punctuation	100	97	95
Numeracy	100	97	100

SCHOOL PERFORMANCE REPORT
 NAPLAN SCHOOL SUMMARY REPORT 2017

Reading and Numeracy

Estimated standardised student progress between 2015-2017

YEAR 5	READING		NUMERACY	
PROGRESS/GROWTH	%		%	
	SCHOOL	AUSTRALIA	SCHOOL	AUSTRALIA
LOW	24	25	17	25
MEDIUM	50	50	64	50
HIGH	26	25	19	25

YEAR 7	READING		NUMERACY	
PROGRESS/GROWTH	%		%	
	SCHOOL	AUSTRALIA	SCHOOL	AUSTRALIA
LOW	27	25	41	25
MEDIUM	50	50	45	50
HIGH	23	25	14	25

Analysis for 2017

EXCELLED	YEAR THREE	FOCUS AREA
<p>Narrative - locates directly stated facts Poem - infers meaning, describes Persuasive – directly stated information Information report – key idea</p>	READING	<p><i>Narrative</i> – Infers meaning of a title, use of apostrophe <i>Poem</i> – vocabulary used, meaning of a phrase Persuasive text – identifies main idea, locate details <i>Information report</i> - identifies main ideas and opinions, located directly stated information, key idea in a paragraph, interprets information, identifies an opinion, links an illustration to information, links information across sentences <i>Advertisement</i> – infers meaning, main purpose, analyses information, directly stated information</p>
<p>One and two syllable words Vowel diagraphs – ‘ow’, short vowel Suffix – ‘ed’</p>	SPELLING	<p>‘o-e’, Vowel diagraph – ‘oi’, ‘ou’, ‘ai’, ‘ea’, ‘ie’ ‘y’ to ‘ie’ Long vowel – ‘igh’ Ending – ‘ze’, ‘se’, ‘es’, ‘et’ Silent letters</p>
<p>PERSUASIVE TEXT Correct formation of simple and compound sentences Conveys understanding</p>	WRITING	<p>PERSUASIVE TEXT Sentence level punctuation Inconsistent use of capital letters and full stops Precise words or word groups Spelling (Common words) Extending sentences Paragraphs</p>
<p>Correct pronoun in a simple sentence Conjunctions Identifies a question Nouns in simple sentences</p>	GRAMMAR AND PUNCTUATION	<p>Identifies a complete sentence Contractions Pronouns Commas in a list Punctuation in a simple sentence Speech Apostrophe Capitalisation of proper nouns</p>
<p>Capacity: full/half full Addition Number written words Sequence of events Money – <i>counts in dollars</i> Clock half hour/ hour Measure length – <i>informal units</i> Compare weight Division - facts of 5</p>	NUMERACY	<p>Digits/words Multiplication as repeated addition Addition of three numerals Adding on to solve problem Number sentence for multiplication Subtraction problems Flip/rotate of an object Fraction to make a whole Three dimensional models</p>

Analysis for 2017

EXCELLED	YEAR FIVE	FOCUS AREA
<p>Connects information across Poster – Identifies directly stated information Poem – Infers meaning, understands vocabulary Narrative - interprets directly information, exclamation marks Persuasive sign - infers the meaning of a statement Persuasive text – identifies the effect of information</p>	READING	<p>Persuasive text – vocabulary, emotional appeal, use of Italics, Complex language Information texts – interprets meaning of a phrase</p>
<p>Short vowel sound Multi- syllable words Doubling of final consonant</p>	SPELLING	<p>Silent letters 'ea' vowel diagraph 'ure' ending 'ie' endings 'ves' ending</p>
<p>PERSUASIVE TEXT Consistent story Resolution present Simple to complex sentences Punctuation mostly correct Correct spelling of most common words</p>	WRITING	<p>PERSUASIVE TEXT Expanding vocabulary Paragraphs Structure of paragraphs to support Argument Sentence level punctuation (Full stops)</p>
<p>Contractions Noun clause in Complex Action verbs, adverbs in Complex sentences</p>	GRAMMAR AND PUNCTUATION	<p>Capital letters for ... Comma – lists and with compound elements Apostrophe Quotation marks Pronouns – complex sentences</p>
<p>Sequence events Half Converts weeks to days Money – converting same value Money – Word problems – adding then subtracting Pattern to identify missing nu Whether a sum will be even or odd Measurement not starting at '0'</p>	NUMERACY	<p>Addition and subtraction in word problem Multiplication - multi-step, word problem Equivalent fractions Division – remainder Volume of solid objects Decimal – multiply by a whole number Fractions – add and subtract to make a whole, locate a fraction on a number line Data – identifying co-ordinates Length - compare with different units, metres and parts of metres, kilometres to metres</p>

Analysis for 2017

EXCELLED	YEAR SEVEN	FOCUS AREA
Identifies purpose of paragraph Multi-text - Locates directly stated information Narrative – Links information across sentences, locates directly stated information First-person Narrative – interprets a character’s reaction Persuasive article – main idea, complex language	READING	Persuasive – use of italics, Figurative language, identifying key argument, purpose Information text – author’s perspective, flow, directly stated details First-person Narrative – Sequence events, pronoun reference across paragraphs Persuasive text – emotional appeal
Vowel diagraph ‘oa’, ‘ea’, ‘ure’ Ending ‘ves’ Prefix ‘re’	SPELLING	Suffix ‘able’, ‘ly’, ‘ance’ Vowel diagraph ‘au’ Silent – ‘n’ Ending ‘ll’
PERSUASIVE TEXT Ideas Audience Persuasive devices Cohesion Spelling	WRITING	PERSUASIVE TEXT Text Structure Sentence structure Punctuation
Adverb in complex sentence Common verb and future tense Contractions Quotation marks - direct speech Comma – lists in sentences	GRAMMAR AND PUNCTUATION	Brackets in a simple sentence Speech in a complex sentence
Converts time 12/24 hour Decimals – identifies smallest Fraction – identifies Measurement – appropriate unit Multi-step problem by multiplying, adding and dividing	NUMERACY Calculator	Use all four operations Converts square centimetres to square millimetres Perimeter Features of the surface of a prism Percentage discounts Rotation and reflection of an object
Solves a problem using the division facts of five Decimal in context	Non Calculator	Estimation Decimals – subtract, multiply Order of operations Multi-step problem

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, Individual Learning Plans that are reviewed regularly along with targeted support.

Teachers will analyse the NAPLAN data along with School data collection processes, 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 further analyse and compare data.

Having analysed the data our school focus in 2018 will be:

READING

- Continue and maintain Guided Reading and Literature Circles

SPELLING

- 'Words Their Way' Introduced this year with Yr 5's
- Whole school PD beginning of next year for implementation Reception to Yr 7
- Jolly Phonics used in Reception and as a support when required
- 'Reading Doctor' used for specific students

GRAMMAR AND PUNCTUATION

- Functional Grammar continued and further Professional Development
- Jolly Grammar – aspects utilised across levels as an additional resource

WRITING

- Teaching and Learning Cycle
- 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

NUMERACY

- Review needs and address targeted areas
- Review Pedagogy and establish agreed practices across the school

SCORELINK

- Continue adding data to analyse student progress and 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 each class 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

Satisfaction Surveys

Parent Satisfaction Survey

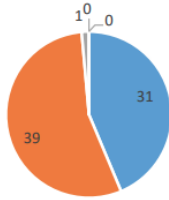
Preschool Satisfaction Survey

Student Satisfaction Survey

Staff Satisfaction Survey

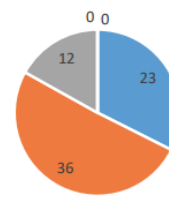


The Catholic ethos is visible and evident at St Joseph's



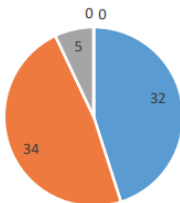
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

The revised vision statement defines our purpose as a Catholic School.



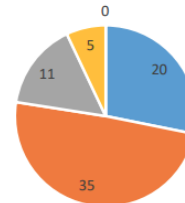
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

My child(ren) has (have) felt welcomed into the community



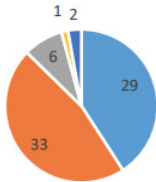
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

My child(ren) is (are) making good progress at school



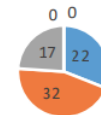
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

My child(ren) feel(s) safe at school



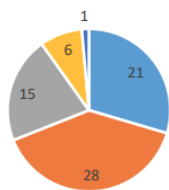
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

The implementation of Restorative Practices has assisted my child(ren) to develop an understanding of how their actions can affect others. They are also more aware of the importance of restoring relationships



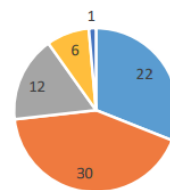
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

Teaching of my child(ren) has been of a high standard this year



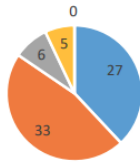
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Teachers at this school provide my child(ren) with useful feedback about his or her school work



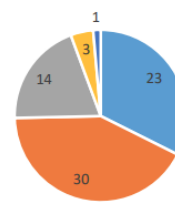
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

Communication structures have been streamlined in 2017. I have welcomed receiving class news at least 3 times a term. The information has kept me informed of what is happening in my child(ren)'s class



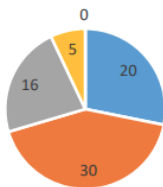
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

Teachers at this school motivate my child(ren) to learn



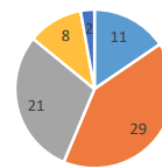
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

My child(ren)'s teacher/s have high, but realistic, expectations of my child(ren)



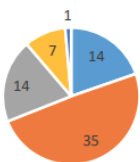
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

The homework that is given enhances on what my child(ren) learns in school



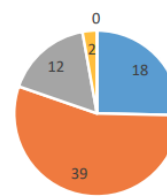
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

There is a good range of co-curricula activities offered. (eg Performances, Year 6/7 camp, incursions and excursions)



Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

The school helps my child(ren) to become more mature and take on responsibility



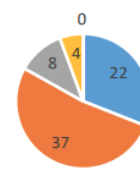
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

Leadership opportunities for my child(ren) are available and supported through the school



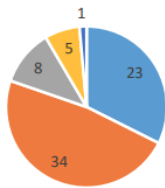
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree N/A

I am kept well informed about my child(ren)'s progress through the end of semester reports and parent/teacher interviews or learning conversations



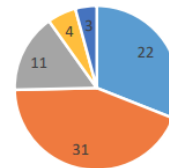
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

I feel comfortable about approaching the school with questions, suggestions or a problem



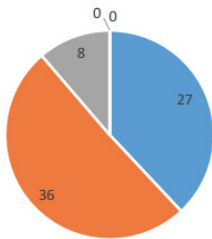
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

I am happy with the overall direction and focus of the school



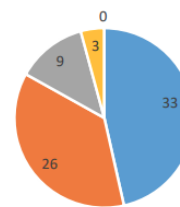
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

I find the staff friendly and helpful



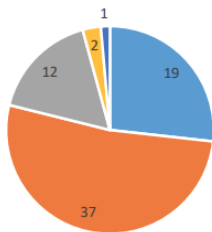
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

I can talk to my child(ren)'s class teacher(s) about concerns



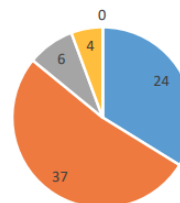
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

This school looks for ways to improve



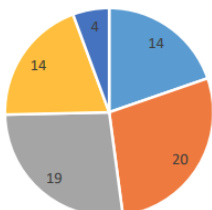
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

My child(ren) enjoy the Physical Education programme



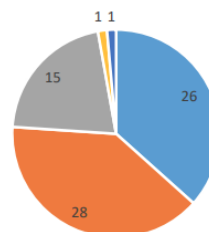
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

My child(ren) enjoy the Italian programme



Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

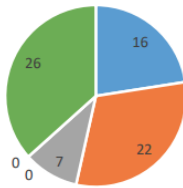
My child(ren) enjoy the Music programme



Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

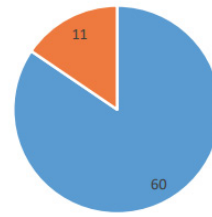
SATISFACTION SURVEY - PARENTS

My child(ren) enjoy activities in the OSHC programme



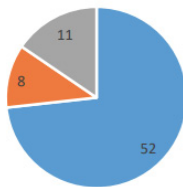
■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree ■ N/A

My family uses the canteen facilities

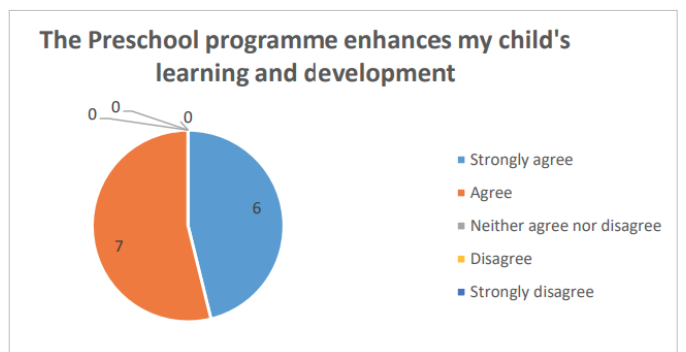
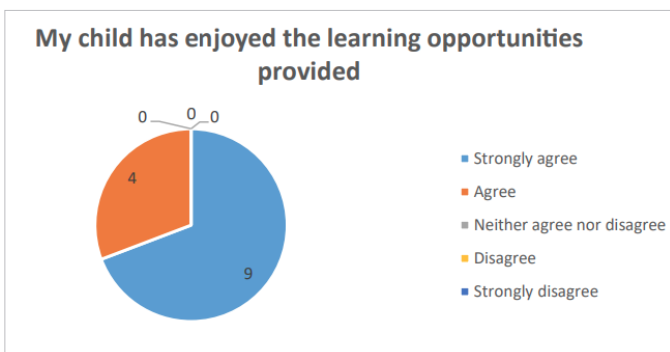
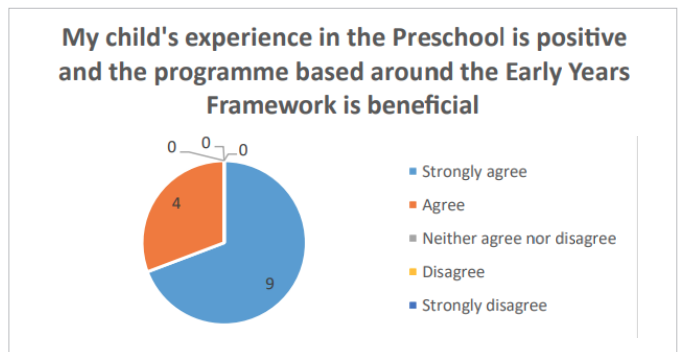
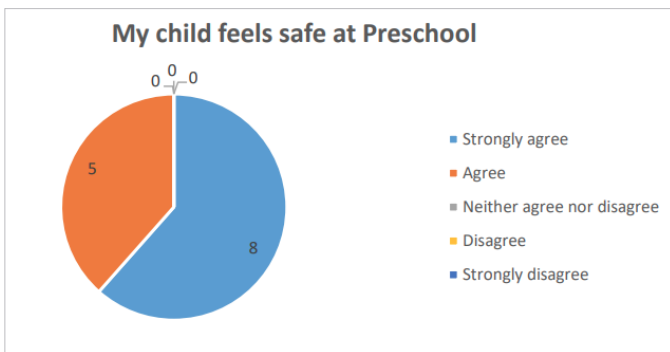
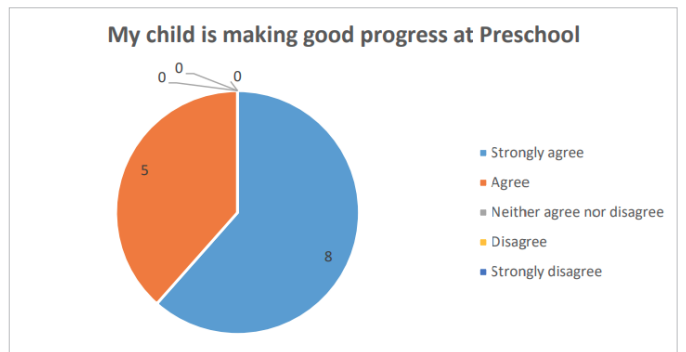
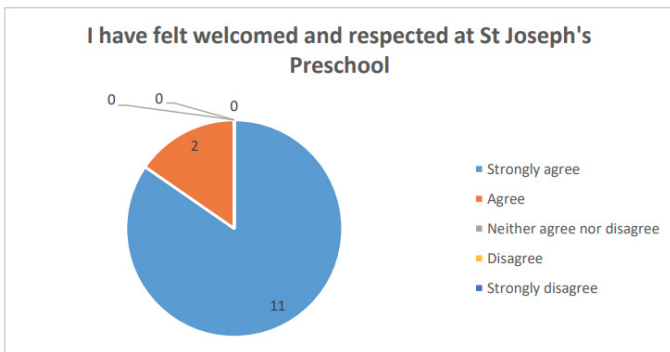
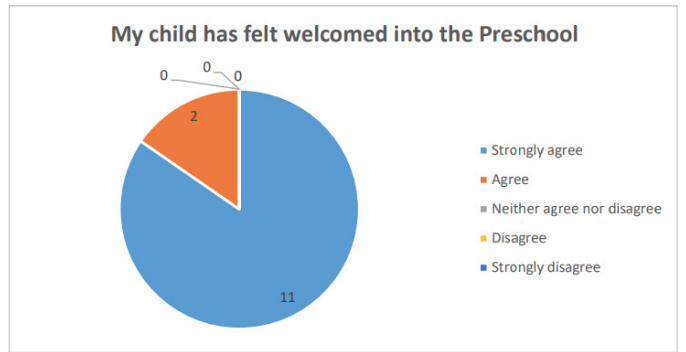
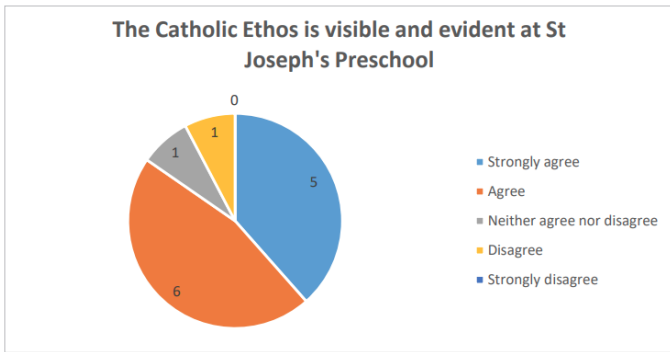


■ Yes ■ No

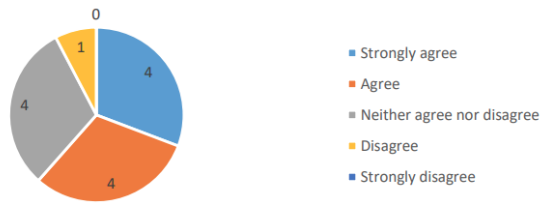
I endorse the selection of foods available for the children



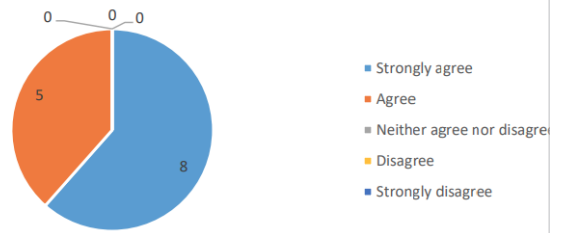
■ Yes ■ No ■ N/A



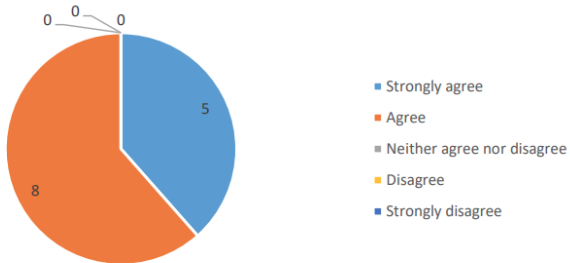
There is a good range of co curricula activities offered (e.g. Performances, incursions and excursions)



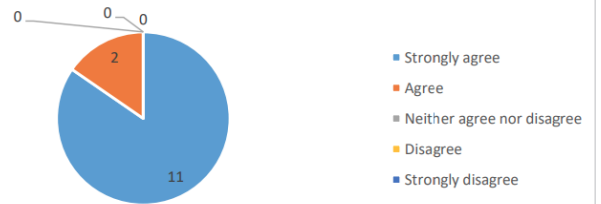
The Preschool promotes and encourages my child to be self reliant and independent



I am kept well informed about my child's progress

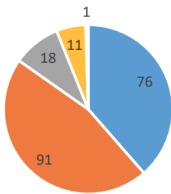


The staff are friendly and helpful and I feel comfortable about approaching the staff with questions, suggestions or a problem



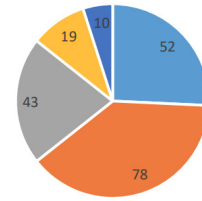
SATISFACTION SURVEY - STUDENTS

I feel that I am doing well and learning at St Joseph's



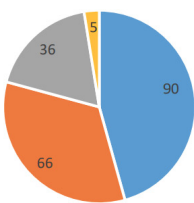
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

I feel safe at St Joseph's



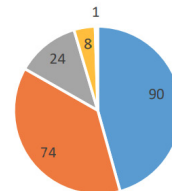
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

My teachers give me information about my learning



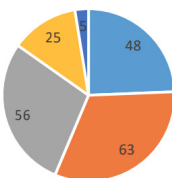
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree

My teacher(s) provide me with useful and effective feedback about my school work



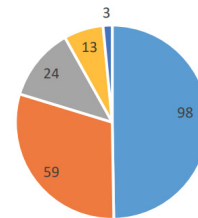
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

School staff explain how I can continue my learning at home



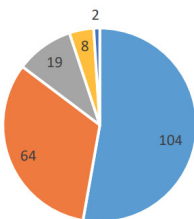
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

My teacher has high expectations of me



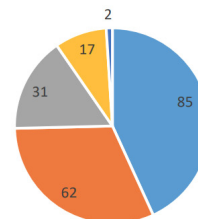
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

I have an opportunity to set learning goals



■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

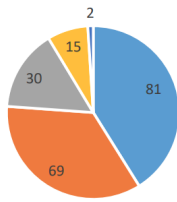
These learning goals help me to improve



■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

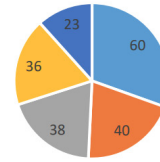
SATISFACTION SURVEY - STUDENTS

I feel that I can talk to my teachers and other staff when I have questions or a problem



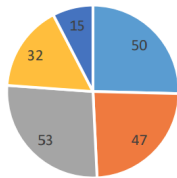
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

Affective Statements and Restorative Conversations help me to restore my friendships and helps me to get along with others



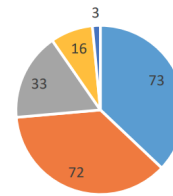
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

The school listens to my ideas and takes them into account



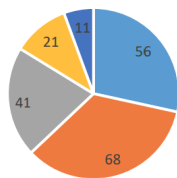
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

There is a range of extracurricular activities available for me to do



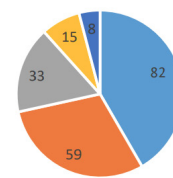
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

The facilities at St Joseph's are well maintained and presented



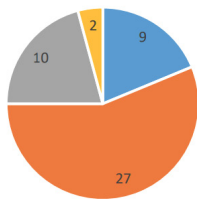
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

I feel like a valued member of the school community



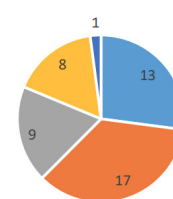
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

I have been given leadership opportunities*



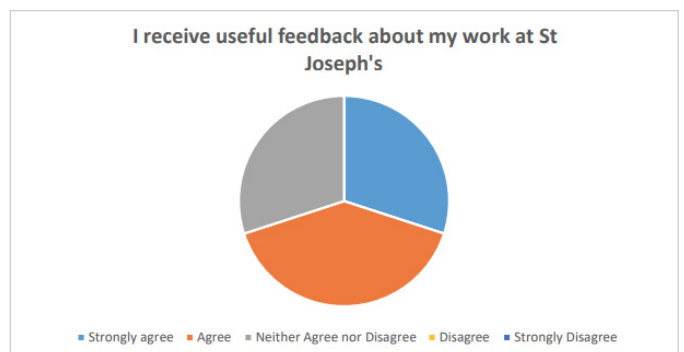
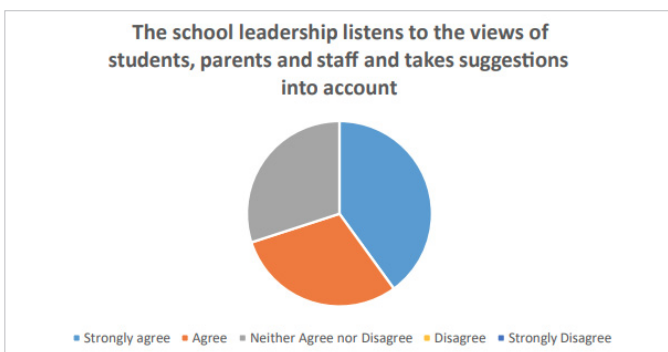
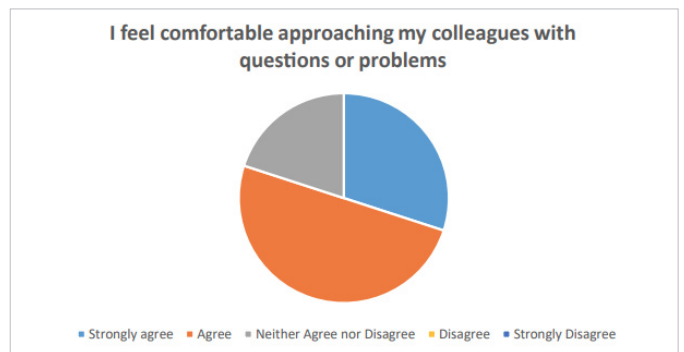
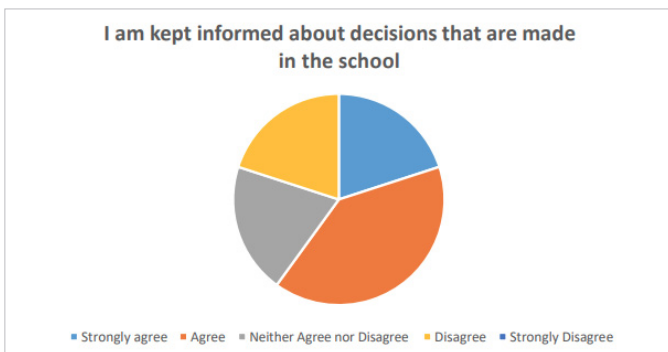
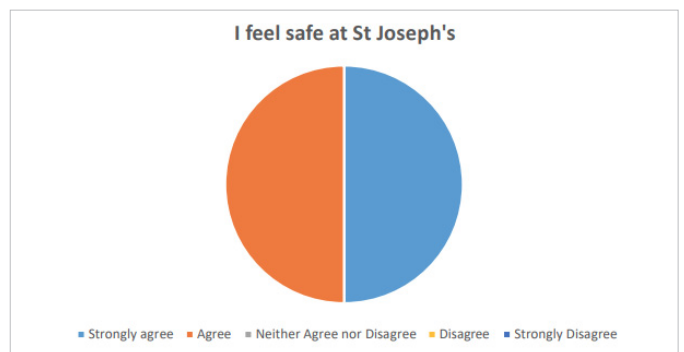
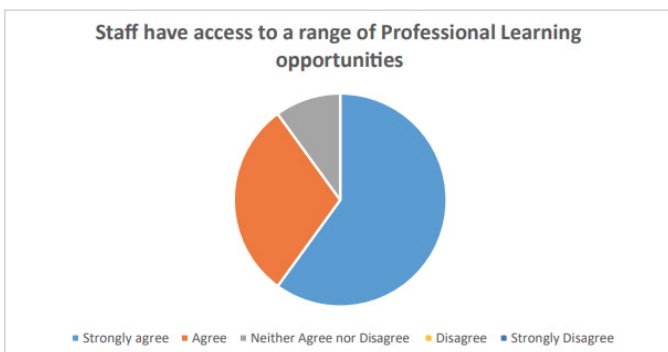
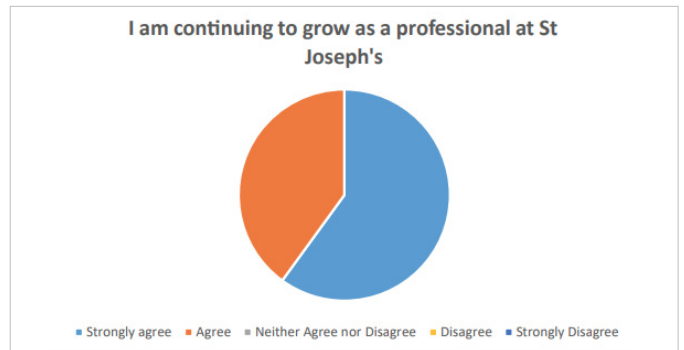
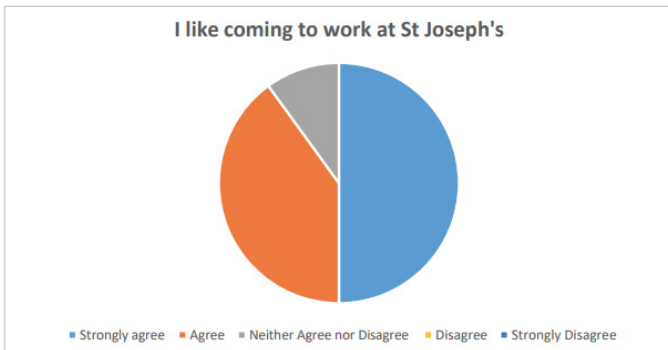
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

I feel that I will be prepared to go to Secondary School *



■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

SATISFACTION SURVEY - STAFF



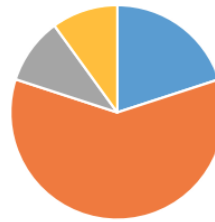
SATISFACTION SURVEY - STAFF

Beginning of Year conversations with parents were useful in providing information to get to know the child and family.



Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Do you feel you have adequate resources to undertake your role?



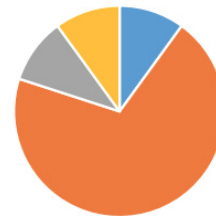
Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

I feel valued and supported by the students and parents in the school community



Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

The facilities at St Joseph's are well maintained and presented



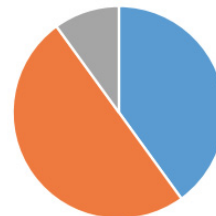
Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

I feel like a valued member of the school community



Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Teachers at St Joseph's expect students to do their best and set high expectations.



Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Teachers at St Joseph's provide students with useful feedback about their school work

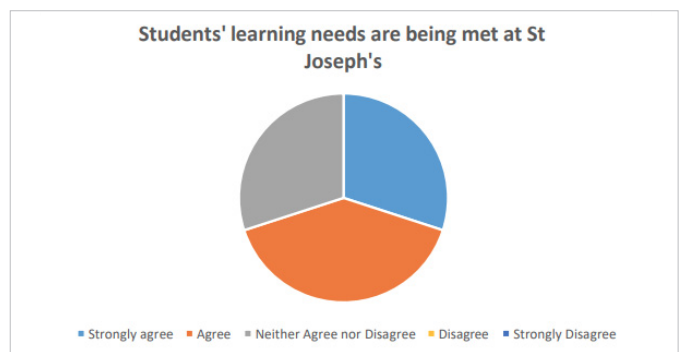
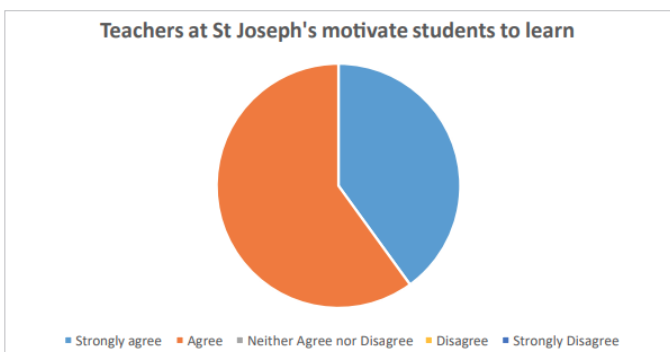
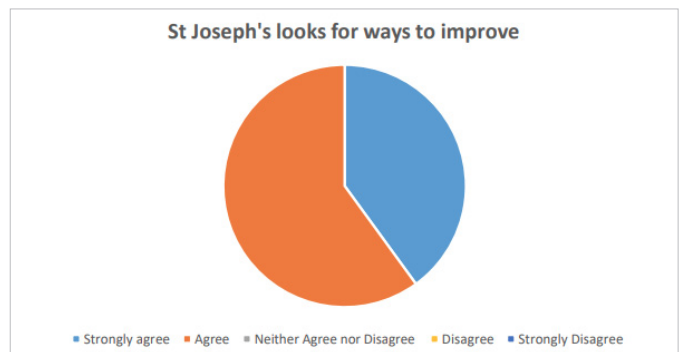
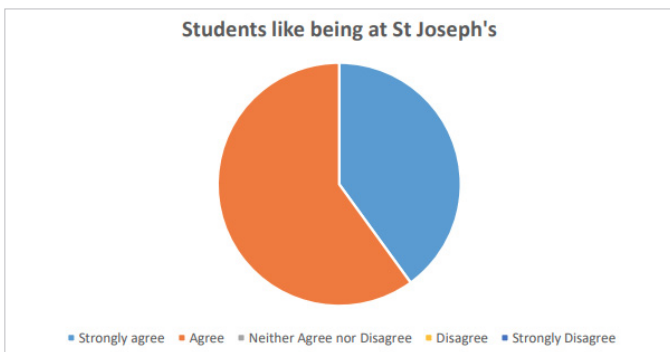
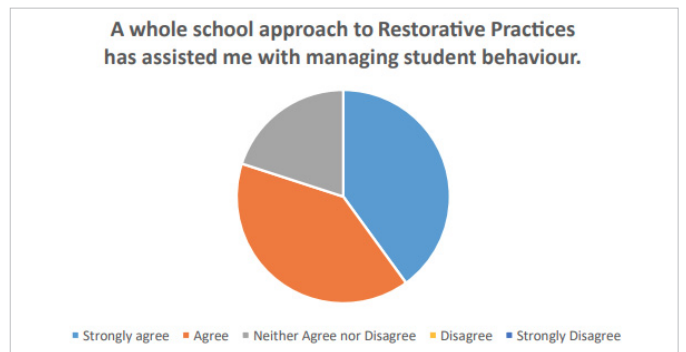
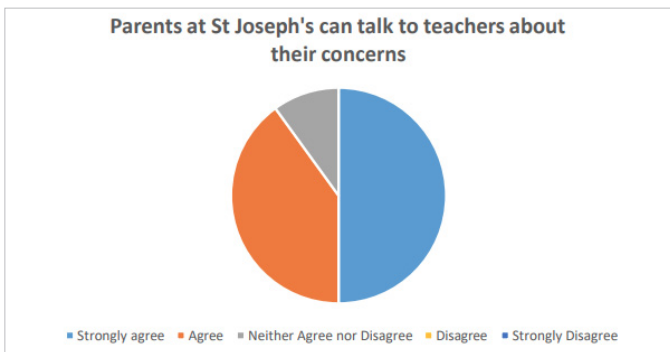
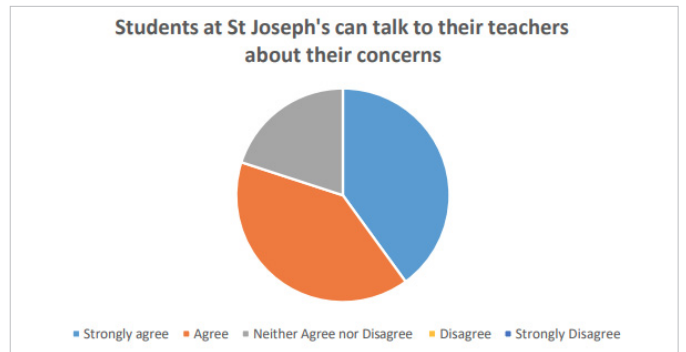
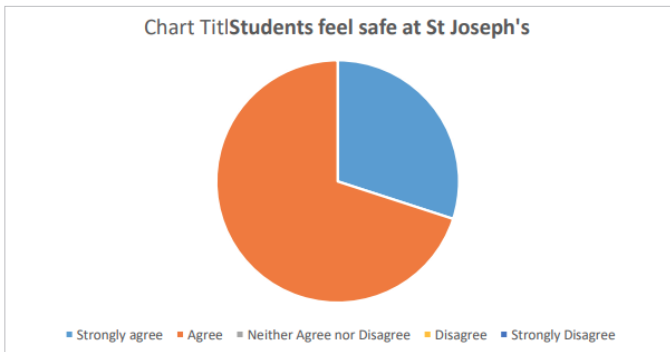


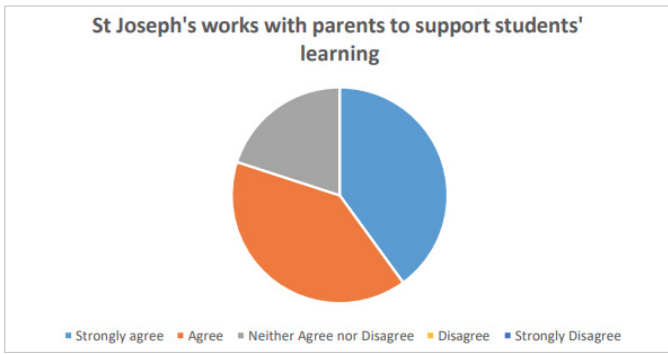
Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Teachers at St Joseph's treat students fairly



Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree









IN ALL THINGS *love*

St Joseph's School
ANNUAL GENERAL COMMUNITY MEETING 2018
56 Albemarle Street
WEST HINDMARSH SA 5007