

Annual Community 2020 Report

St Joseph's School Hindmarsh



A heart-shaped sign with a dark brown border and an orange center is hanging from a tree branch. The sign is made of two overlapping hearts. The text "IN ALL THINGS" is printed in a bold, sans-serif font, and "love" is written in a cursive script below it. The sign is attached to a tree branch with a piece of white twine. Other similar signs are visible in the background, hanging from other branches. The background is a soft-focus view of green leaves and a blue sky.

IN ALL THINGS

love

Community Agenda

- 1 **Welcome**
- 2 **Apologies**
- 3 **Prayer led by Helen Clark**
- 4 **Minutes of Previous Meeting - AGM 2020**
- 5 **Annual Reports**
 - Principal - *Maria D'Aloia*
 - Chairperson of School Board - *Richard Ellerman*
 - Finance - *Karyn Burlow & Craig Costello*
 - Parent & Friends - *Leath Margrie*
 - WH&S - *Denise Tarrant*
 - 2021 Annual Improvement Plan - *Maria D'Aloia*
- 6 **General Business**
- 7 **Introduction & Acknowledgement of Board Members**



Minutes

AGM 2020

Tuesday 12th February 2019 at 6.15pm

1. Present: *Staff*

Maria D'Aloia, Rita Garreffa, Helen Clark, Kay Carmody, Kathleen Melis, Cate Halbert, Cadia Rosato, Kara Wodson, Vanessa Morelli, Therese Slattery, Kelly Morgan, Diana Comitogianni, Antoinette Di Paolo, Helen Carter, Jessica Taormina, Danielle Dedic, Melissa Thom, Karyn Burlow, Rachel Hewitt, Judith Bowden, Maria Apostolou

Parent Community

Stav Lentakis, Caterina Vignogna, Laura Morris, Francis Ben, Ivey Ben, Leith Margrie, Fiona Margrie, Mark Thompson and Jessie Yates.

2. **Welcome:** Maria D'Aloia welcomed the community

3. **Acknowledgment of Country:** prepared by Helen Clark & led by Maria D'Aloia

4. **Prayer:** led by Helen Clark (APRIM)

5. **Apologies:** Richard Ellerman, Craig Costello, Catherine Petrakis, Denise Tarrant

6. **Minutes of Previous Meeting**

Accepted: Caterina Vignogna | **Seconded:** Francis Ben

7. **Principal's Report**

- a. School Principal, Maria D'Aloia tabled a report and informed parents on the School Strategic Plan coming to its conclusion at the end of 2020. Maria will engage with School Board, Parents and Friends Committee and Community throughout 2020 to develop the next 3 year Strategic plan.
- b. 2020 Annual Improvement plan will be included in the next Newsletter.
- c. Emphasis on ensuring that the school fulfils the CESA corporate plan, that every child will meet the national benchmarks in the NAPLAN testing this year.
- d. Maria explained "We might be a small Community but we have a BIG vision leading the way to EXCELLENCE!"

8. **Chairperson's Report**

Maria D'Aloia explained that Richard Ellerman was unable to attend tonight to present the report due to other commitments. The report will be included in the completed AGM report.

9. **Parent Engagement Report:** Prepared by Catherine Petrakis and was tabled.

Maria thanked the committee members for the wonderful work undertaken in 2019 in building community and for fundraising efforts which enable the school to purchase valuable resources for the students. There will be a strong focus to build on class Parent Reps in 2020 and in FUNraising to continue nurturing and building a stronger community.

10. **Finance Report:**

Maria explained that Craig Costello, Chairperson of the Finance Committee was unable to attend tonight to present a financial report in person, due to other commitments. A financial report will be tabled and included in the AGM booklet as soon as the auditors have completed the task of auditing all financial transactions for 2020. Overall, the school is in a healthy position.

11. **OSHC Report:** Tabled

12. **Presentation of the School Board:**

2020 Board Members were presented to the community

- President: Father Lancy D'Silva
- Executive: Maria D'Aloia

Continuing School Members:

- Caterina Vignogna
- Craig Costello – Chairperson of Finance Committee (apology)
- Francis Ben

3 nominations were received and therefore no vote was required.

- Stav Lentakis
- Richard Ellerman
- Mark Thompson

Staff Representatives

- Kathleen Melis (Staff)
- Helen Clark (APRIM)

Acknowledgement & Thanks

Maria thanked Judith Bowden and Maria Apostolou for designing and compiling the Report for the Community Booklet. *Meeting finished at 6.40pm and Maria invited parents to stay for drinks and mingle with staff and parents.*



Principal's Report

The Catholic Identity of St Joseph's is articulated in our vision statement. Our motto, "In all things love" guides us as we give witness to our vision of building a welcoming and respectful school that is underpinned by the works of Mary MacKillop.

Maria D'Aloia
PRINCIPAL

Even though 2020 will no doubt be remembered as the year of COVID-19. I hope that at St Joseph's Hindmarsh, 2020 will also be remembered as a year where:

- Students demonstrated resilience, adaptability, courage, confidence, and the importance of being in relationship with friends, teachers, staff, and the wider community.
- Teachers demonstrated their ongoing commitment to ensuring the continuity of high-quality learning opportunities for their students by embracing new ways of teaching incorporating ICT's to make possible 'remote learning' and creating a new 'normal'.
- Parents and carers showed their appreciation and care of all staff and community members by maintaining social distancing and understanding the importance of respectful partnerships.

The Living Learning Leading Framework and Standard was launched and inspired and directed our focus of work in 2020 as Catholic Education SA embarked on its quest of improving learning opportunities for all students across Catholic Schools. St Joseph's embraced this framework to inform our school improvement agenda in 2020 and beyond.

The Annual Improvement Plan is organised according to the Standard and includes the following areas:

- Catholic Identity
- Curriculum and Co-Constructed Learning
- Student Agency, Identity, Learning and Leadership
- Community Engagement and
- Resourcing



Catholic Identity

The Catholic Identity of St Joseph's is articulated in our vision statement. Our motto, "In all things love" guides us as we give witness to our vision of building a welcoming and respectful school that is underpinned by the vision of Mary MacKillop.

The year began with a sense of great hope. The entire school celebrated the beginning of Year Mass at Sacred Heart Parish Church. Students and staff formed an impressive procession walking from school along Grange Road and across to Port Road. Given the success of this mass a decision was made that the school would celebrate Mass for significant liturgical events in the Sacred Heart Parish Church, to enable celebrations to take place in the Parish community. While we were not able to continue this past March 2020 due to COVID restrictions, we are hopeful that restrictions will be eased in 2021 so that we can once again celebrate Mass in the Church and participate in parish life more broadly.

Early in Term one, together with Helen Clark, Cadia Rosato and Jessica Taormina, I attended an information session on the revised Religious Education Curriculum – Crossways. Helen Clark as APRIM then supported staff to fully implement the revised curriculum across the school.

Despite the fluctuating and uncertain times, our love of nature continued and staff maintained a focus on and continued their professional learning on ecological conversion. Students joined our Education for Sustainability (EfS) educator, Deidre Knight, every Tuesday lunchtime for informal observations, native seed collection and gardening whilst learning from and caring for our natural world.

Funding through a Natural Resource Management (NRM) grant enabled the year 5/6 students to research interpretive signage with a view to creating beautiful, informative signage about our endemic butterfly attracting species, the native butterflies they support and our diverse orchard species.

Parallel with this activity is the work year 4/5 students undertook to propagate a wide range of native butterfly attracting species for our garden, for families and for our West Hindmarsh neighbours. We are aiming to grow a

minimum of 2,000 plants. In early 2021 these students will then teach every St Joseph's student and teacher how to grow local biodiversity. We have found this hands-on EfS approach to be very effective in better understanding our place in the natural world while empowering us to act more sustainably. We thank the Federal Environment Department for funding this initiative.

Social Justice

Despite challenges faced in hosting events and raising awareness of Social Justice issues, our Mini Vinnies group continued to be proactive.

They raised a small amount of money for Caritas Project Compassion with the support of parents, by selling pancakes on Shrove Tuesday for a small donation. Unfortunately, all other plans for fundraising during Lent were cancelled with COVID and avoiding asking our community for more contributions during these difficult times.

Social Justice and Service was to be the theme of our 2020 staff retreat, where staff were going to be involved in working with Catholic Social Justice Charities. As with many other events, this unfortunately had to be cancelled, it will hopefully be the theme of a future retreat day.

Mini Vinnies met with Sandra Bahij from our local St Vincent de Paul Conference to learn how else they could support Vinnies. Students are very keen to host a Vinnies Sleep Out and we hope this will be able to happen in 2021 for our Senior Students.

Year 5/6 Small Business profits were donated to Catholic Missions, to support Catholic Missions month.

Our Christmas appeal donations were significantly down this year for gifts to families, however, we were still able to donate a large amount of food items that were collected at the end of Term 3.



Teaching & Learning

To provide high quality teaching and learning through the design, implementation and delivery of contemporary and engaging curriculum and educational practices.

At St Joseph's Hindmarsh, learning is co-constructed and dynamic. Learners are encouraged to **IMAGINE**, **DISCOVER** and **CREATE** and to make meaningful connections with their world. As capable learners they are given opportunities to develop capabilities that build their confidence and skills to engage with the curriculum and **ACHIEVE** excellence.

This statement of learning helps focus our educational conversations and professional learning agenda. In 2020 the commitment to implementing school wide pedagogical practices to improve student learning outcomes, based on student data received from previous NAPLAN results and other assessments, continued to be a priority. We continued our focus on continuous improvement and building our capacity as educators to deliver the best learning opportunities and experiences to all students.

Reviewing the Spelling and Mathematics curriculum was undertaken. Expert advice was sought from CESA literacy consultant, Tony Hole who led staff in the review of the Spelling curriculum resulting in incorporating the 5 key spelling strategies as outlined in the core resource "Guiding thinking for Effective Spelling." A scope and sequence was developed with a commitment that in 2021 this would inform the Spelling programme at St Joseph's, and be integrated with the writing elements of the English curriculum.

The Early Years began to use Initial Lit as the core reading programme in Reception to Year 2 classes. Student progress was monitored regularly and Minilit intervention support was made available to students in Year 1 and 2 identified as requiring additional support. Students identified in Year 3 and above requiring additional literacy support were offered the Maclit intervention programme. These programmes have been very successful and will continue in 2021.

The current English curriculum for Primary Years – Years 3 -6 was enhanced by incorporating the Seven Steps to Writing success programme. Kathleen Melis, Melissa Thom and Helen Carter attended professional learning and provided ongoing support in the implementation phase at staff meetings. Thank you, Kathleen, Mel and Helen.

In 2020 we began our association with the Primary Mathematics Association engaging educational consultant, Lisa – Jane O'Connor to review the Mathematics curriculum throughout the school. Lisa – Jane has worked closely with teachers to further develop their understanding of current educational research in Mathematics and has reviewed the Mathematics curriculum to reflect this. Staff have welcomed and relished the opportunity of working with Lisa-Jane. This work will continue in 2021. Therese Slattery and Diana Comitogianni continued their involvement in the CESA Early Years Mathematical Project and have noticed great improvements in student learning and engagement.

Continuing to develop our understanding of a 'competent child' with greater emphasis on Student Agency was an ongoing focus throughout the year, together with continuing to develop Inquiry learning and providing ongoing learning opportunities for students to experience an integration of Science, Technology, Engineering and Mathematics. Kathleen Melis as STEM coach supported staff to develop this area of the curriculum. Highlights of this work is included in this report.

St Joseph's joined other schools in participating in a CESA project focussing on "Making Space for Learning". This project helped staff to further develop their understanding of the brain and how to support students achieve greater success with their learning. Kathleen Melis and Vanessa Morelli were the school representatives who shared the work undertaken by all staff throughout the 2020 with the CESA project team leaders and other schools involved in the project. A P-6 scope and sequence has been developed that utilises the "The mind up curriculum" which will now be embedded in practice to support the wellbeing curriculum together with the other initiatives introduced from the "Be You" resources.



Community Engagement

To engage in authentic partnerships with families, parish and wider community by creating a culture of welcome, inclusion and shared responsibility for student learning and wellbeing to fulfil our vision of ‘In all things love.’

Whilst 2020 presented us with many challenges we continued to place an emphasis on building and nurturing a sense of connection as a community. The staff and I felt a sense of hope and gratitude for the care and concern demonstrated throughout this pandemic. This was stated so beautifully at the Year 6 graduation dinner where our graduating students mentioned that they were so grateful to have been a part of this community – ‘we may be a small school but we are a community with a BIG heart’.

In 2020 a student management system began to be implemented throughout CESA schools. We have started by using the student attendance component. Together with other parish primary schools, St Joseph’s Hindmarsh will continue to implement the full capability of SEQTA to enhance the delivery of service as directed by Catholic Education Office, with the focus in early 2021 being to use the pastoral care component.

The School Board continued to work in a spirit of partnership continuing to provide advice regarding the development of the school and its management for the holistic development of students, taking into consideration both their educational and spiritual welfare and fulfilling its role in:

- developing policies that nurture the religious dimension and guide the direction of the school;
- developing the relationship between the school and the local Church;
- promoting educational excellence within the school;
- supporting the administration of the school;
- fostering harmonious and positive collaboration within the school community;
- protecting children by creating a safe school environment;
- monitoring buildings and grounds development and maintenance;
- exercising financial stewardship of the school; and
- ensuring compliance with legal obligations.

Heartfelt Appreciation and thanks to the School Board for their unwavering commitment throughout this challenging year by continuing to meet regularly either in person or remotely.

- Fr Lancy DiSilva (President)
- Richard Ellerman (Chairperson)
- Francis Ben
- Helen Clark (APRIM – Deputy Executive Officer)
- Craig Costello (Chairperson of the Finance Committee)
- Stav Lentakis
- Kathleen Melis (staff representative)
- Mark Thompson
- Caterina Vignogna

St Joseph’s School Board embraced the “CESA Making Catholic Education” more affordable initiative and have reduced the 2021 school fees relieving the financial stress to families.

The Parent and Friends Executive Committee also demonstrated an unwavering commitment to continuing to build community and fundraise even though presented with many obstacles because of social distancing requirements and other restrictions.

Thank you to the P & F Executive Committee.

Chairperson: Leith Margie Deputy Chairperson: Jackie Bishop
Treasurers: Francesca Aiossa and Laura Vrbanac
Secretary: Lori Walker and School Board Representative Caterina Vignogna.

Committee Members: Stav Lentakis, Jessica Pollice, Ash Smith, Kylee Von Ohle, Dina Webb.

Parent Class Representatives:

Preschool: Rachel Cini & Georgie Eleftheriou

Reception Slattery: Inga Costello

Reception Morelli: Shan Hastings & Helen Ricchetti

Year 1/2 Comitogianni: Dina Webb

Year 1/2 Garreffa/Morgan: Jessica Pollice & Tracy Rose

Year 1/2 Rosato: Lori Walker, Sally Walding, Maria Bouffard, Laura Vrbanac

Year 3 Thom: Caterina Vignogna

Year 4 Melis: Fran Aiossa & Chrissy Edwards

Year 4/5 Carter: Abeer Hani & Dina Webb

Year 5/6 Elmendorp/Dedic: Michelle Blackburn

Year 5/6 Taoramina/Di Paolo: Jacki Bishop & Cath Petrakis who together have strived to continue building a sense of community at St Joseph’s.

Appreciation, acknowledgment and thanks is extended to all parents who participated in school events, in any way, with particular thanks to the executive committee and the Parent Class representatives who persisted and found innovative ways to ‘FUNraise’ and ‘FUNDrise!’

The school was successful in gaining a Parent In Education grant (PIE) in 2019 that enabled us to invite educational consultant and author, Bill Hansberry to facilitate two parent workshops focussing on “Raising kids with Grit” and “Will you two leave each other alone”

Parent Engagement is valued and deemed as an essential aspect of building a positive school community. Nurturing respectful and authentic partnerships between home and school are all factors that contribute to improving student outcomes. Thank you for your ongoing support.

The “Come and Try” and transition to school programme were enthusiastically received by students and parents. Playgroup continued to be well attended and is considered a good pathway to and connection with the school, paving the way to a seamless transition to formal education.



Resourcing

To administer school's resources in a targeted and equitable manner to maximise the learning opportunities for all the students.

With planning approval granted on 18 December 2019 the main priority in 2020 was to address the matters outlined by the local council to achieve building approval, in particular organising a Masterplan for the proposed development of the school site. The school engaged the services of urban planners URPS to support our application and Climbing Tree was the landscaping company to design our new play space and school grounds. A consultation process involving students, staff and wider community was successful in achieving our goal of designing an interactive and diverse outdoor space that would help us realise our vision of 'embracing every opportunity for each child to **Imagine, Discover, Create** and **Achieve**. Unfortunately, the redevelopment was not able to commence during 2020. There are some matters to be finalised with the local council before we can proceed with this project. It is anticipated that this project should be well underway during 2021. It was decided to install outdoor screens to the preschool in 2020 however, it was decided to await the completion of the school grounds before installing the blinds, to ensure they were not damaged during the construction phase.

The OHSC service was relocated to the school hall with Students, Staff and Parents welcoming the move to larger premises. From the beginning of 2021 Playgroup will be held in the preschool to forge closer connections and pathways between community members and the school community.

COVID-19 certainly presented us with challenges to overcome, and whilst we navigated this the School Board continued to work behind the scenes to ensure the ongoing development and maintenance of our schools' facilities.

The audio-visual facilities in the School hall were upgraded, an evacuation system was installed ensuring the safety and wellbeing of our school community together with the installation of glass dividers in the Early Years classrooms.

Our aim is to provide the best possible learning opportunities and environment to facilitate the growth and achievement of every child who attends St Joseph's Hindmarsh.

Whilst many challenges were presented the strong sense of community ensured that "In all things love" was lived and proclaimed as we journeyed together in 2020.



St Joseph's School Hindmarsh

Strategic Goals for 2021-2023

Catholic Identity

- Staff Formation - Staff Retreat
- Continue to implement the revised Crossways and MITIOG curriculums using USD
- Engage all the community in social justice outreach program
- An emphasis on ecological conversion - Engage staff in professional learning and reflection to develop a school wide plan that addresses ecological sustainability throughout the school
- Continued development and focus on Parish/School relationship

Curriculum & Co-construction

- Continued Involvement in Early Years Mathematical Project – 2 teachers
- STEM/Technologies Professional Learning with Kate Dilger
- Continue to use Language Features and Levelling tool as a Moderation tool in Literacy
- Review EAL support model
- Maths professional learning with Lisa – Jane O'Connor

Student Agency, Identity, Learning & Leadership

- Embed Capabilities Continua across the school
- Further develop implementing the Student Management System – SEQTA by
- Embed Mind up curriculum and scope and sequence developed from Involvement in CESA Trauma project
- Agreed approach to Inquiry Pedagogy
- Review the Agreed approach to Spelling, English and Assessment
- Ensure the Student Voice is evident in Curriculum Design

Community Engagement

- Further develop Parent Engagement Committee and Class Representatives
- Continue to introduce Be You as student wellbeing resource in the school
- Continue to explore ways to connect Playgroup with Preschool

Resourcing

- Complete the redevelopment of the school grounds as per Master Plan including demolition of two properties on Bertie Street and existing playground
- Engage an architect to redesign double storey building to include Specialist learning areas; Music/Performing Arts, LOTE, new toilet block, canteen/coffee shop
- Investigate the installation of solar panels on the hall
- Install outdoor blinds to preschool area – enclosing eating area after redevelopment of school site is completed

Chairperson's Report

Report by Richard Ellerman

Reflecting upon the 2020 School year it would be remiss of me not to remind everyone that throughout the world we endured unprecedented times with the onset of COVID-19 and the ongoing effect this has had upon our economy, our families and of course our School. It is an understatement to say that it has been a busy and successful year for St. Joseph's however what is not an understatement is that our wonderful school community rallied like never before, ensuring the school year went ahead with as little disruption as possible.

The over arching resilience shown by our brave students, teachers, support and administrative staff, leadership, fellow board members, parents and friends committee, families and extended families through these challenging times was simply amazing. This only served to enhance the reputation of St Joseph's Hindmarsh as a strong, community based Catholic School with unwavering determination to deliver a high quality, contemporary, engaging and comprehensive curriculum whilst empowering our community standing and Catholic identity.

The teaching staff and support staff at St Joseph's are dedicated and extraordinary people who are willing to commit to new ideas, innovative ways of teaching and most of all provide that day-to-day support to ensure our children receive an engaging, high quality Catholic Education. The Board would like to acknowledge and sincerely thank you all for the strong contribution you make toward our wonderful Community.

To the administrative staff, Karyn, Judith and Rachel, put simply you are all amazing! You are such an approachable, dedicated, engaging and professional part of the team and we cannot thank you enough. I personally do not adhere to singling out individuals, however, I would like to make special mention to the School's Bursar Karyn. In her first full school year at St Joseph's, Karyn drove many improvements into our financial systems, endured a school audit with flying colours, worked tirelessly to implement the reduction in school fees in line with CESA, and balanced our ongoing finances to ensure a long-term profitable outcome for St Joseph's Hindmarsh; thank you for Karyn for your guidance and expertise in this area.

To the Leadership Team, tirelessly led by our Principal, Maria D'Aloia, Helen Clark and Rita Garreffa, the Board would like to recognise all for the incredible amount of work you do. We know the dedication you deliver, the time, effort, and care that you attribute to all areas of the St Joseph's Hindmarsh Community and throughout 2020 you truly delivered above and beyond, always adhering to our School motto "in all things love". Throughout the year you embraced the new Living Learning Leading Standard in Catholic Education and integrated this into our Annual improvement Plan across all areas; Catholic Identity, Curriculum and Co-Constructed Learning, Student Agency, Learning and Leadership, Community Engagement and Resourcing, to continually improve the future of St Joseph's Hindmarsh.

The Board would also like to acknowledge the Parents and Friends Committee for their resilient contribution in 2020. We are extremely fortunate to have such a committee group of parent volunteers who strive to provide the best environment possible for our students through many avenues of fundraising and support. Although the opportunities were limited in 2020 the persistence to find alternate avenues for fundraising was fitting with our school values so we thank you all and look forward to your ongoing support in 2021.

The School Board acts primarily as a sounding board for the Principal and Executive on matters of a financial and commercial nature in line with our Annual Improvement Plan. This includes planning for present and future school operations, assisting in the recruitment of staff, ensuring information relating to the school and Catholic Education is communicated to persons and organisations within the school community, liaising in all matters relating to the financial management of the school and advising the Principal with respect to School Policy within the confines of the Catholic Education Policy and Procedure.

Whilst we endured some setbacks throughout 2020, I can assure you that the dedication and determination of the School Board was unwavering. I would like to thank all my fellow members for giving up their time and for their ongoing support and valuable input throughout the year and I look forward to working with existing members and welcoming new members in 2021.

To Father Lancy, your infectious enthusiasm has been palpable around the school and the school community has benefited immensely from your presence and spiritual guidance. I thank you for your contribution to our School Board this year and the energy you deliver to our local Parish Community and I look forward to working along side you again in 2021.

The end of a school year inevitably brings comings and goings. To the number of staff who leave us to continue their professional careers at other schools I hope you leave knowing you have made a significant impact on our children and the school community to which we are forever grateful. To the students who leave us to further their education, we trust you leave as capable learners and become leaders in the world God desires and we thank you for your contribution to our school community over your Primary years.

Before closing I would personally like to thank two leaving Board members who have dedicated their daily lives toward making our community a more engaging and wonderful place to learn. Stav Lentakis leaves our school community after many years and her tireless commitment to both the Board and the P&F will forever be remembered. Caterina Vignogna has dedicated her time and effort to both the School Board and P&F for countless years and whilst Caterina remains a member of our community, sadly she must depart both committees to focus her energy on important family matters and I would like to wish Caterina and her family all the love and support on behalf of everyone.

2020 has certainly been another successful year at St Joseph's and we are well positioned to take on the year ahead. The attitude that drives our School Community adheres greatly to our school motto "in all things love" and as we continue to be a leading light in our community. I sincerely look forward to a happy, healthy and prosperous 2021 school year.



Finance Report

Report by Karyn Burlow - Finance Officer

The following financial report is for St Joseph’s School Hindmarsh for 2020.

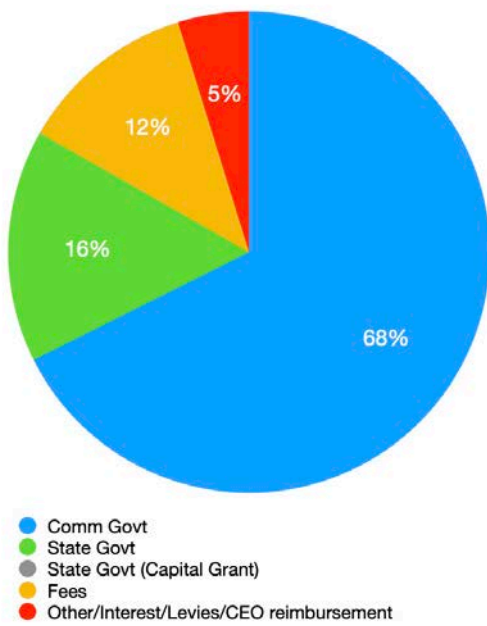
The Bank balance as at 31st December 2020 of \$529,544.

Student numbers were at 254 students for 2020 compared to 251 students for 2019, as at the August Commonwealth Government Census date.

We had 41 students enrolled in Preschool.

The information below is an unaudited representation of the Revenue Income & Expenditure for 2020.

2020 Income



Revenue and Expenditure

	2020 ACTUAL (\$)	2020 BUDGET (\$)
RECURRENT INCOME		
Tuition Fees & Resource Fees	471,136.43	563,000.00
Student Activities	26,159.00	19,200.00
Interest Income	34,500.00	20,000.00
Long Service Leave	54,290.58	25,000.00
Miscellaneous Income	89,167.81	20,500.00
Australian Government Grants	2,893,484.57	1,964,000.00
State Government Grants	669,344.00	590,000.00
TOTAL INCOME	4,238,082.39	3,201,700.00

	INCOME (\$)	EXPEND. (\$)	SURPLUS (\$)
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PARENTS & FRIENDS FUNDRAISING for 2020			
Pie Grant	-	1,045.00	1,045.00
Mothers Day	526.00	-	526.00
Fathers Day	652.00	-	652.00
Christmas Raffle	777.00	50.00	727.00
Cake Stall	1,594.50	965.14	629.36
Coffee Club	771.38	215.10	556.28
Miscellaneous	-	435.00	435.00
TOTALS	4,320.88	2,710.24	1,610.64

CAPITAL INCOME		
Capital Grants	-	-
Capital Fees & Levies	41,690.00	40,000.00
Misc/Capital Income	-	-
TOTAL INCOME	41,690.00	40,000.00

EXPENDITURE - Tuition Expenses		
Teacher Salaries	1,735,791.10	1,795,911.00
Support Staff Salaries	32,943.46	10,803.00
Salary Related Expenses	194,078.06	219,851.00
Faculty & Student Expenses	325,046.18	285,543.00
TOTAL INCOME	2,287,858.80	2,312,108.00

Revenue and Expenditure (cont.)

	2019 ACTUAL	2019 BUDGET
	(\$)	(\$)
ADMINISTRATION EXPENSES		
Administration & Services Salaries	357,185.58	316,367.00
Salary Related Expenses	5,545.00	-
Maintenance & Grounds	126,111.14	123,000.00
Utilities	95,575.25	111,000.00
Insurance	3,197.40	3,000.00
CEO Levies	220,175.94	185,045.00
Staff Training	11,315.55	17,000.00
Misc Admin Expenses	78,904.50	76,300.00
Bad Debt Expense	38,499.03	-
Interest on Loans	60,116.21	61,500.00
Assets < \$1000	9,927.08	12,000.00
Depreciation	355,859.64	-
TOTAL INCOME	1,362,412.32	905,212.00
TRADING ACTIVITIES		
Trading Account Income	549,201.81	547,100.00
Trading Account Expenses	643,188.04	544,100.00
Total Income	4,828,974.20	3,788,800.00
Total Expenses	4,293,459.16	3,761,420.00
Net Profit (Loss) Before Tax	535,515.04	27,380.00

Balance Sheet

	(\$)
ASSETS - Current Assets	
Cash holdings	530,253.96
Debtors	93,176.20
Provision for Doubtful Debts	-17,200.00
Prepayments	8,979.53
LSL Receivable	590,564.00
Total Current Assets	1,205,773.69
ASSETS - Non-Current Assets	
Buildings	8,443,958.80
Fixed Equipment & Improvements	1,103,744.81
Furniture & Equipment	344,201.51
Computer Equipment	743,002.34
Accumulated Depreciation	-3,948,249.07
Total Non-Current Assets	6,686,658.39
TOTAL ASSETS	7,892,432.08
LIABILITIES & EQUITY - Current Liabilities	
Income in advance	3,000.00
CCES loans	140,738.23
Sundry Creditors	66,025.13
Accruals	0.00
Accrued Annual Leave	142,251.84
LSL Payable	590,564.00
Total Current Liabilities	942,579.20
LIABILITIES & EQUITY - Non-Current Liabilities	
CCES loans	1,351,294.24
Deposits	12,929.00
Total Non-Current Liabilities	1,364,223.24
CLEARING ACCOUNT	
Sundry clearing accounts	-62,754.45
ACCUMULATED FUNDS	
Accumulated Funds	5,112,869.05
This Years Surplus/Deficit	535,515.04
Total Accumulated Funds	5,648,384.09
TOTAL for LIABILITIES & EQUITY	7,892,432.08



Parents & Friends Report

Report by Leath Margrie

Welcome to the new 2021 school year from the Parents and Friends (P&F) of St Joseph's Hindmarsh. We are an active group of volunteers that come from our school community – parents, grandparents and family members and are always looking to grow our passionate group!

Our role at P&F is to support and interact with the teachers, leadership team and the school administration staff to provide a collaborative approach with differing activities throughout the school year.

This collaboration, plus an independent and proactive approach to generate new ideas, has allowed us to continue the great work of fundraising, supporting the teaching staff and activities that benefit the school and the students.

We have monthly meetings along with other interactions to ensure we have open communications, which results in the Team achieving the goals that we set.

The Class Parents Representatives initiative was continued from 2019 and provides an extra opportunity for interaction between Parent/Teacher & Child.

It is also an excellent role for those who are new to the School or not wanting a large commitment, whilst still giving a sense of involvement.

Whilst 2020 will be remembered for 'that year of disruption', the Parents and Friends volunteers still contributed to the school community in many ways including (when allowed):

- Breakfast Club
- Coffee Shop
- Special "Thanks to the Teacher" surprise gift
- Online Mother's Day Raffle
- Sports Day Donuts
- Online Father's Day Raffle
- Online Christmas Raffle
- St Joseph Family Business Promotion via St Joseph's Facebook page

All money raised is being put towards improving the school community. I would like to say a big "thank you" to all the P&F and Class Representative Team for their efforts over the 2020 year, there have been some excellent outcomes even during some trying and testing times – well done!

In 2021, we will continue to vary the Meeting day & times to give volunteers more opportunity to attend face to face.

Please keep an eye out for updates on meetings via the normal channels of,

- St Joseph' Community Facebook Group
- School Newsletter
- Seesaw
- Skoolbag

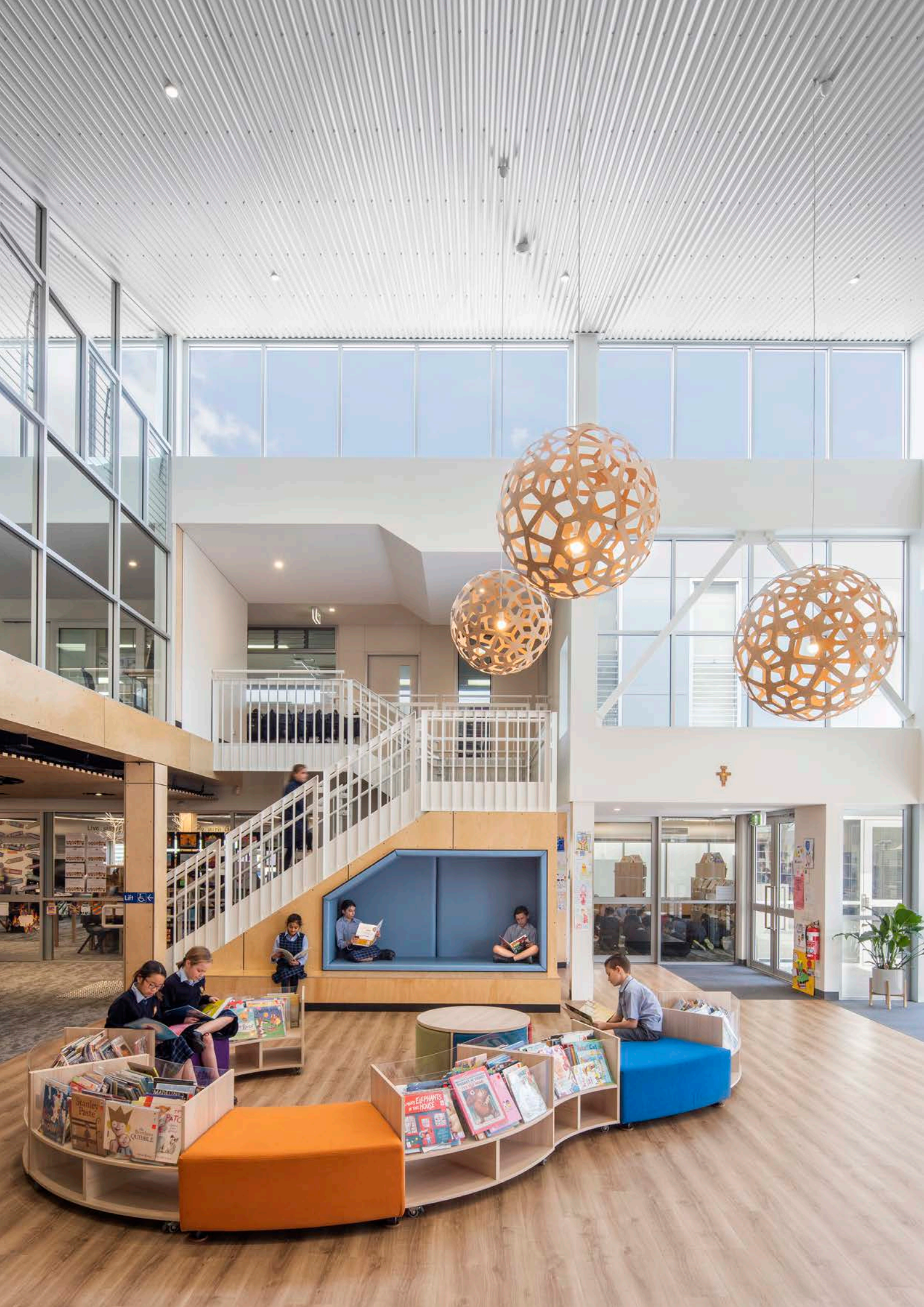
We are looking forward to a new year with the anticipation of more activities and events being allowed. Please do not be shy in putting your hand up if you like to be apart of this P&F Team, we welcome all as everyone has their own special piece of contribution to give!

NAPLAN School Summary

2020 NAPLAN

Please note due to COVID-19, NAPLAN tests were cancelled.





STEM Report

Kathleen Melis

At the beginning of Term One staff were released to meet with me to explore and plan for STEM for the term. This enabled me to look at the means by which I could support them.

In class support began in Week 4 working with the Years 3 – 6 with a focus through the Mathematics lens. We looked at Data and Number Systems and Algorithms. Over the next couple of weeks we investigated the binary system.

With remote learning impacting the first part of Term 2 I was able to begin again working with classes in Week 3 beginning with a planning session. This semester the focus has been on working with teachers and students from Years 3 – 6 whilst supporting those in R – 2. Our focus has been on a combination of both “unplugged” and “plugged” experiences. The Year 3 and 4 students enjoyed exploring algorithms and laying the groundwork for programming as they learnt the importance of defining a clearly communicated algorithm.

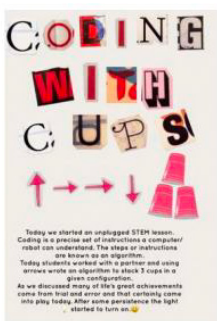


Due to COVID we had an extended loan of the micro:bits, into Term 2. From dancing robots to banana keyboards, the micro:bit has all the features you need to create amazing projects—the possibilities are endless! We explored creating a scrolling name badge, flashing hearts and an interactive die! We had access to 15 micro:bits and this allowed each student to work individually as it was run in conjunction with

the task below. Although it is always great to work with the hardware students can also continue to work with the micro:bit through the virtual micro:bit.

The Year 4 to 6 students continued to develop an understanding of algorithms and branching through completing an assignment set for them using the TEAMS platform. This was completed through the lens of either a Religion or Science Inquiry. They explored algorithms and learnt the importance of defining a clearly communicated algorithm which they achieved through the creation of an interactive quiz using PowerPoint which demonstrated branching.

Through a Science or Religion lens they used their findings as a part of their inquiries to formulate the questions that make up the quiz and allowed students to use cross curricular understanding and provided a purpose for the assignment.



Coding with Cups - Test the Teachers!

Using a set of symbols in place of code, students will design algorithms to instruct a “robot” to stack cups in different patterns. Students will create an algorithm while the teacher participates as the robot, responding only to the algorithm defined by the student.

This teaches students the connection between symbols and actions, the difference between an algorithm and a program, and the valuable skill of debugging.

This unplugged task is a simple task to complete: get a “robot” to stack cups in a specific design. This activity lays the groundwork for the programming as they learn the importance of defining a clearly communicated algorithm.

Task:

1. Create a cup stack (Don't forget to let us know how many cups we will need).
2. Write the algorithm to create the stack (Don't forget to test that it works!)
3. Take a photo of the stack (Don't post it!)
4. Record the algorithm either by taking a photo or on page 1 of the attached template.

Ms Thom or Mrs Melis will follow the algorithm and take a photo of the result and place on page 2 of the template. Once you have seen this you will need to comment and let us know if we were successful in creating the “cup stack”!

Students shared their learning, efforts and understanding using the Seesaw platform and completing a range of different activities as demonstrated above.

During March we borrowed, from CESA, a set of “micro:bits” which we included in our lessons. A micro:bit is a pocket-sized computer 70 times smaller and 18 times faster than the original BBC Micro computers used in schools. It has 25 red LED lights that can flash messages and be used to create games. There are two programmable buttons that can be used to control games or pause and skip songs on a playlist.

Religions of the World Quiz
Due June 5, 2020 11:58 PM • Close June 12, 2020 11:58 PM

Instructions:
Using information gathered from your RE unit you need to create a PowerPoint which includes 3 different questions/statements where there is a choice of response. These pages then need to lead to hyperlinked pages. Students create a quiz where questions are repeated until the correct response is given. There are 3 components to this assignment. You will need to provide:

1. PowerPoint showing questions and responses
2. A powerpoint document with contents only content (without any of the design effects added).
3. A final copy.

Reference materials:

- 5. Quiz Example.pptx
- 5. Hyperlinking in PowerPoint instructions.pdf
- Flow chart.docx

Student work

Score: 100 points possible

Religions of the World

Chemical Science Quiz
Due June 5, 2020 11:58 PM • Close June 12, 2020 11:58 PM

Instructions:
Using information gathered from your Science unit you need to create a PowerPoint which includes 3 different questions/statements where there is a choice of response. These pages then need to lead to hyperlinked pages. Students create a quiz where questions are repeated until the correct response is given. There are 3 components to this assignment. You will need to provide:

1. PowerPoint showing questions and responses
2. A powerpoint document with contents only content (without any of the design effects added).
3. A final copy.

Reference materials:

- 5. Hyperlinking in PowerPoint instructions.pdf
- 5. Quiz Example.pptx
- Flow chart.docx

Student work

Score: 100 points possible

Science Quiz - Chemical Sciences

During the final weeks of the Semester students in Years 5/6 were introduced, or reintroduced, to the Spheros and explored how it could be used as a tool, such as being able to use it to measure perimeter and then collecting the sensor data to aid them in their equations or to use for graphing and data analysis.



In Week 7 of Term 2 staff had the opportunity to come together and have a “play” with the resources to continue their development and understanding of how different resources can be used in units of work in Semester Two.

Semester Two sees me working in classes with the Early Years teachers and students after meeting with class teachers to help plan and support their STEM foci for Term 3.

The focus for the early part of this term was on Algorithms and Coding and looking at this in both an unplugged and plugged manner. Students enthusiastically examined ways in which they can begin to use coding language and concepts.

During the second half of Term 3 we were fortunate enough to have been able to borrow from CESA a DASH AND DOT Kit.

Dash is a small mobile robot that is full of character and drives around making noises and shining lights. Dot is its sidekick, and it, too, is full of character. The robots help students learn the basics of robotics and coding. Dash and Dot robots are a fantastic resource to introduce students to the fundamentals of coding. These interactive robots have the ability to manoeuvre around the floor in all directions, sense objects, flash LED lights and record and playback audio. This functionality allows Dash and Dot to avoid obstacles, sing, dance and respond to voice commands. Dash and Dot are robots that can sense, act and think! Students used block coding on four different iPad apps to control their robots.

The students in the Year 1/2 classes relished the opportunity to work with and explore with these robots and used the work we completed with “unplugged” learning to begin to understand the concepts of “controlling and operating” these robots.

With the Reception classes we used “Mr Learnie” Lego and the Beebots to help them understand directions and following patterns and an order to complete a task.

Term 4 has seen us work with the Osmo kits. Osmo is a unique gaming accessory that will change the way children play. Osmo is designed with reflective artificial intelligence, a ground-breaking technology that bridges the real and digital worlds.

The suite of Osmo games include apps that feature drawing, literacy, physics puzzles, spatial reasoning, coding, and more. Each one offers an “augmented reality” experience where mobile apps bring real-world accessories to life.

The basic Osmo system contains a base for your mobile device to sit in and a reflective mirror that attaches to the camera. The reflector adjusts the optics so that the camera is essentially recording the table area in front of the device, which enables the Osmo apps can “see” the objects placed there.

Students have engaged with the Osmo kits and have used these to allow them to explore literacy, numeracy and drawing whilst working collaboratively and developing their communication and reasoning skills to work their way through the different levels.



Work, Health & Safety 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.

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.

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.



1. Injury Data

Total Number of Employees Compensation Claims	Nil
Number of Injuries resulting in loss of time	Nil
Total number of incident/injuries/near miss	13
Total Number of Employees in 2020 Rehabilitation	Nil
Total Lost Time	Nil
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
Nil	Nil

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

- 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	2	Yes
Consultation Meeting Review - Principal, Deputy Principal Bursar and WHS Rep	As required	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

TRAINING PROGRAMME	Achieved
Fire Warden Training (2x Staff Members)	Yes
Learning Manager - Information Security Awareness - Work Health & Safety Education	Yes
Contenance Care Training (4x Staff members)	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 2020	Whole School Electrical Tag and Testing	-	July 2020
2020	Display Emergency Procedures <i>Evacuation/Lock In</i>	-	-
2020	Emergency Drills <i>1 Each Term</i>	-	Incomplete: Term 1, arranged, cancelled due to COVID Drills Completed: Terms 2,3 and 4
Jan 2020	RCD Testing <i>Whole School</i>	-	January 2020
2020	Risk Assessment's Completed <i>Excursions/Incursions</i>	-	-
2020	Displaying WHS Information & making it available to all workers	-	Emails sent by WHS Coordinator as required
2020	Ensure WHS newsletter from Catholic Safety is distributed and available to all staff	-	Emailed to All Staff
Jan/July 2020	Fire Equipment Tested	-	Completed

6. WH&S Performance Report

- *Evacuation Drills/Lock In Drills were conducted as required (as per above)*
- *Electrical Procedure Followed as per requirements*
- *Risk Assessments Completed and Filed*
- *Exit Light Tested*
- *Fire Extinguisher Testing Completed - Jan/July*
- *Training for 2020 has been identified through the Staff Performance Review Process & following Catholic Work Health and Safety Requirements*

7. Hazards Identified

- Update phone system
- Update bell and fire alarm system
- Upgraded locks on doors - keyed alike
- Sandpit next to OSHC House
- Follow COVID-19 protocols, risk assessments available

8. Areas Identified for the Future Improvement

The following are areas which were identified for future improvement:

- Upgrade sound system externally
- Tuckshop requires screen for front serving window

Report by Denise Tarrant | WH&S Co-ordinator

Report: School Performance

Management of Student Non-Attendance

The school has a number of processes in place to monitor student attendance and communicates with families when there is an unexplained student absence.

If the school has not been advised of a student’s absence the school administration staff will send out an automated SMS (directly through the database system) to parents

that informs the parent the child was marked absent (unexplained) to ascertain the reason for absence.

Where children’s non-attendance is deemed chronic the school works closely with the parents/caregivers and personnel from the local branch of the Department of Education and Child Development.

Year Level	Term 1	Term 2	Term 3	Term 4	Total Attendance Rate
REC	83.5%	93.9%	93.2%	92.8%	91.1%
01	80.3%	91.9%	93.8%	91.3%	89.4%
02	84.4%	93.6%	95.4%	93.4%	91.6%
03	80.5%	93.3%	93.7%	91.8%	89.8%
04	79.8%	92.4%	92.4%	92.2%	89.0%
05	87.4%	97.1%	96.8%	95.3%	94.2%
06	83.7%	93.9%	92.2%	92.0%	90.4%
Total	83.0%	93.8%	94.0%	92.8%	90.9%

Enrolments

Female Students	144
Male Students	155
Total Students	299

**Numerus include Preschool students*

School Features

St Joseph's School, Hindmarsh is a co-educational Catholic Primary School situated in the inner western suburbs of Adelaide, South Australia. There is a Preschool on site to cater for 4 year olds. There is a strong connection with the school, facilitating a seamless transition to school. It exceeds National Quality Standards.

The school was founded by the Sisters of St Joseph over 100 years ago. St Joseph's is a welcoming community, committed to working in partnership with families. We work closely with the parish community as we nurture the life and faith of children. Our school motto 'In Omnibus Caritas' translates as 'In All Things Love'. This philosophy of the Josephite Sisters continues to be at the core of what we foster and live out daily.

At St Joseph's we hold a view of children as competent, capable citizens of the world. We offer a contemporary learning program, aligned with the Australian Curriculum which provides students with the opportunities to develop knowledge, skills, capabilities and dispositions that will enable them to be active participants in their local and global communities. Reggio Emilia principles of learning, Play and Inquiry Learning are a priority and a valued part of the learning program.

The teachers work with children to create learning experiences that promote curiosity, imagination, problem

solving, creativity and learning competencies. Development of skills, knowledge and understanding of Literacy and Numeracy are core priorities, strongly promoted across the curriculum.

Information and Communication Technologies continue to be a focus for the school, with extensive investment in resources and infrastructure that enables students to learn in a 21st Century environment. St Joseph's has a strong commitment to Physical Education and Extra Curricular Sport. We have an extensive After Hours Sports Program, and a fine record of sporting achievement at inter school level.

Music and Performing Arts is a focus in the school community, with involvement in the Catholic Schools' Music Festival Choir, biennial concert and a growing Instrumental Music program and School Band. Our Languages program focusses on the Italian language and culture.

St Joseph's School, Hindmarsh provides Before and After School Care and Vacation Care. This service also exceeds National Quality Standards.

Our goal is to foster a love of learning and maintain a high standard of education that leads all students to achieve success.





Staff Profile

Teachers Standards & Qualifications in 2020		Workplace Composition in 2020 (Based on 2020 Commonwealth Government Census Data)	
Masters Degree	1	Teaching Staff (Head Count)	20
Bachelor Degree	23	Full-time Teaching Staff Equivalent (PTE)	18.2
Graduate Diploma/Graduate Certificate	1	Non-Teaching Staff (Head Count)	23
Theology/Catholic Studies & Catholic Leadership	9	Full-time Equivalent Non-Teaching Staff (PTE)	8.4

Staff in 2020	
Female	88%
Male	12%

Leadership Team	
Female	100%
Male	0%

There are no staff who identify as Aboriginal and Torres Strait Islander.

Satisfaction Survey

Preamble

What do we write here?

Participants

55 Families Surveyed | from Reception to Year 6

Preschool Results

3. The Catholic Ethos is visible and evident at St Joseph's Preschool

[More Details](#)

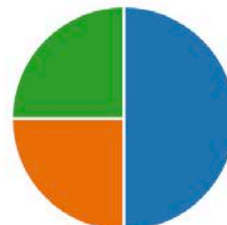
Strongly agree	1
Agree	2
Neither agree nor disagree	1
Disagree	0
Strongly disagree	0



4. My child has felt welcomed into the Preschool

[More Details](#)

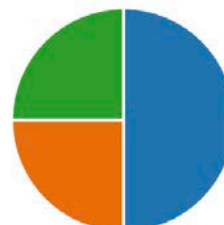
Strongly agree	2
Agree	1
Neither agree nor disagree	1
Disagree	0
Strongly disagree	0



5. I have felt welcomed and respected at St Joseph's Preschool

[More Details](#)

Strongly agree	2
Agree	1
Neither agree nor disagree	1
Disagree	0
Strongly disagree	0



6. My child is making good progress at Preschool

[More Details](#)

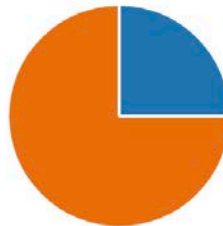
● Strongly agree	1
● Agree	2
● Neither agree nor disagree	0
● Disagree	1
● Strongly disagree	0



7. My child feels safe at Preschool

[More Details](#)

● Strongly agree	1
● Agree	3
● Neither agree nor disagree	0
● Disagree	0
● Strongly disagree	0



8. My child's experience in the Preschool is positive and the programme based around the Early Years Framework is beneficial

[More Details](#)

● Strongly agree	1
● Agree	2
● Neither agree nor disagree	1
● Disagree	0
● Strongly disagree	0



9. My child has enjoyed the learning opportunities provided

[More Details](#)

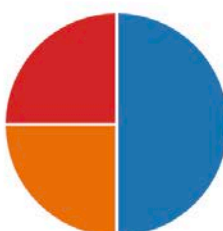
● Strongly agree	1
● Agree	2
● Neither agree nor disagree	0
● Disagree	1
● Strongly disagree	0



10. The Preschool programme enhances my child's learning and development

[More Details](#)

● Strongly agree	2
● Agree	1
● Neither agree nor disagree	0
● Disagree	1
● Strongly disagree	0



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

[More Details](#)

● Strongly agree	1
● Agree	2
● Neither agree nor disagree	0
● Disagree	1
● Strongly disagree	0



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

[More Details](#)

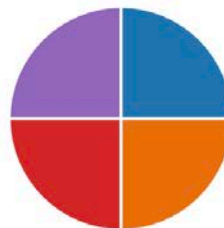
● Strongly agree	1
● Agree	2
● Neither agree nor disagree	1
● Disagree	0
● Strongly disagree	0



13. I am kept well informed about my child's progress

[More Details](#)

● Strongly agree	1
● Agree	1
● Neither agree nor disagree	0
● Disagree	1
● Strongly disagree	1



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

[More Details](#)

● Strongly agree	2
● Agree	1
● Neither agree nor disagree	0
● Disagree	1
● Strongly disagree	0



16. We're hoping to conduct Playgroup in the Preschool. What do you think of this idea?

[More Details](#)

● Strongly agree	0
● Agree	2
● Neither agree nor disagree	2
● Disagree	0
● Strongly disagree	0

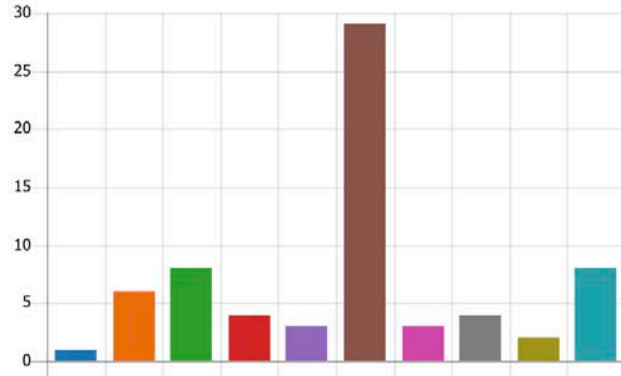


School Results

2. Please select the the class your child/ren are in (you can select multiple classes):

[More Details](#)

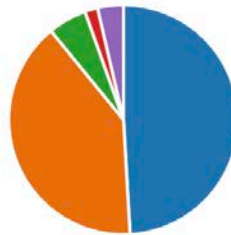
● Reception M	1
● Reception S	6
● 1/2C	8
● 1/2GM	4
● 1/2R	3
● 3T	29
● 4MC	3
● 4/5C	4
● 5/6ED	2
● 5/6TDP	8



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

[More Details](#)

● Strongly Agree	27
● Agree	22
● Neither Agree nor Disagree	3
● Disagree	1
● Strongly Disagree	2

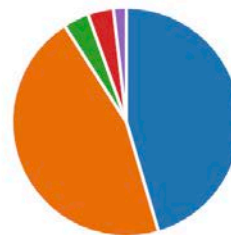


4. My child(ren) has (have) felt welcomed into the community

[More Details](#)

[Insights](#)

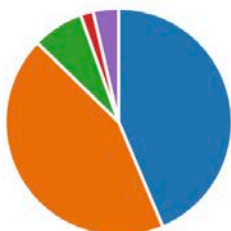
● Strongly Agree	25
● Agree	25
● Neither Agree nor Disagree	2
● Disagree	2
● Strongly Disagree	1



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

[More Details](#)

● Strongly Agree	24
● Agree	24
● Neither Agree nor Disagree	4
● Disagree	1
● Strongly Disagree	2

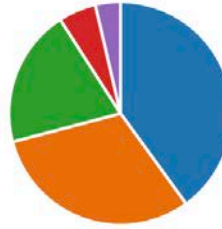


6. Teaching of my child(ren) has been of a high standard this year

[More Details](#)

[Insights](#)

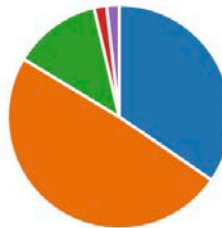
● Strongly Agree	22
● Agree	17
● Neither Agree nor Disagree	11
● Disagree	3
● Strongly Disagree	2



7. My child(ren) enjoys the opportunities to participate in social justice and sustainability activities

[More Details](#)

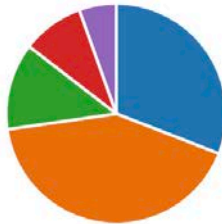
● Strongly Agree	19
● Agree	27
● Neither Agree nor Disagree	7
● Disagree	1
● Strongly Disagree	1



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

[More Details](#)

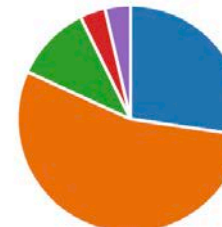
● Strongly Agree	17
● Agree	23
● Neither Agree nor Disagree	7
● Disagree	5
● Strongly Disagree	3



9. 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

[More Details](#)

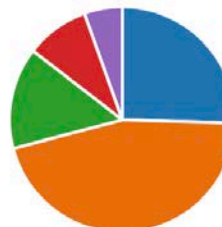
● Strongly Agree	15
● Agree	30
● Neither Agree nor Disagree	6
● Disagree	2
● Strongly Disagree	2



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

[More Details](#)

● Strongly Agree	14
● Agree	25
● Neither Agree nor Disagree	8
● Disagree	5
● Strongly Disagree	3



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

[More Details](#)

[Insights](#)

Strongly Agree	14
Agree	27
Neither Agree nor Disagree	8
Disagree	4
Strongly Disagree	2



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

[More Details](#)

Strongly Agree	8
Agree	32
Neither Agree nor Disagree	11
Disagree	3
Strongly Disagree	1

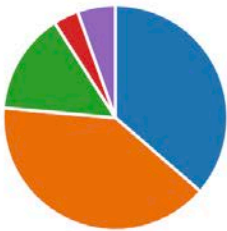


13. Teachers at this school motivate my child(ren) to learn

[More Details](#)

[Insights](#)

Strongly Agree	20
Agree	22
Neither Agree nor Disagree	8
Disagree	2
Strongly Disagree	3



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

[More Details](#)

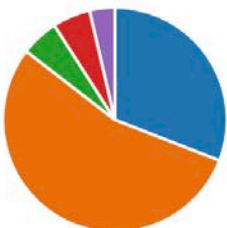
Strongly Agree	12
Agree	28
Neither Agree nor Disagree	11
Disagree	3
Strongly Disagree	1



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

[More Details](#)

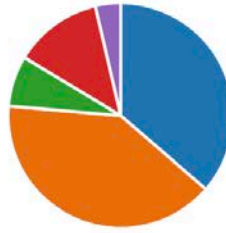
Strongly Agree	17
Agree	30
Neither Agree nor Disagree	3
Disagree	3
Strongly Disagree	2



16. I am kept well informed about my child(ren)'s progress throughout the year, via seesaw, parent teacher interviews and school reports

[More Details](#)

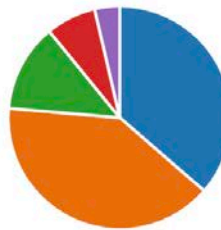
● Strongly Agree	20
● Agree	22
● Neither Agree nor Disagree	4
● Disagree	7
● Strongly Disagree	2



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

[More Details](#)

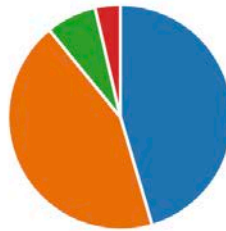
● Strongly Agree	20
● Agree	22
● Neither Agree nor Disagree	7
● Disagree	4
● Strongly Disagree	2



18. I find the staff friendly and helpful

[More Details](#)

● Strongly Agree	25
● Agree	24
● Neither Agree nor Disagree	4
● Disagree	2
● Strongly Disagree	0



19. This school looks for ways to improve

[More Details](#)

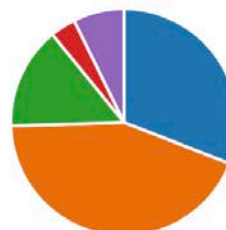
● Strongly Agree	13
● Agree	29
● Neither Agree nor Disagree	8
● Disagree	2
● Strongly Disagree	3



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

[More Details](#)

● Strongly Agree	17
● Agree	24
● Neither Agree nor Disagree	8
● Disagree	2
● Strongly Disagree	4



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

[More Details](#)

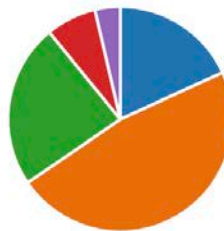
● Strongly Agree	22
● Agree	24
● Neither Agree nor Disagree	6
● Disagree	3
● Strongly Disagree	0



22. My child(ren) enjoy the Italian programme

[More Details](#)

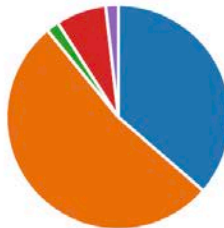
● Strongly Agree	10
● Agree	26
● Neither Agree nor Disagree	13
● Disagree	4
● Strongly Disagree	2



23. My child(ren) enjoy the Physical Education programme

[More Details](#)

● Strongly Agree	20
● Agree	29
● Neither Agree nor Disagree	1
● Disagree	4
● Strongly Disagree	1



24. My child(ren) enjoy the Music programme

[More Details](#)

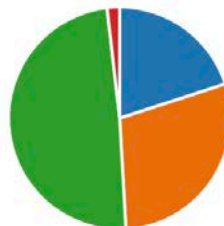
● Strongly Agree	12
● Agree	25
● Neither Agree nor Disagree	14
● Disagree	2
● Strongly Disagree	2



25. My child(ren) enjoy activities in the OSHC programme

[More Details](#)

● Strongly Agree	11
● Agree	16
● Neither Agree nor Disagree	27
● Disagree	1
● Strongly Disagree	0



26. My family uses the canteen facilities

[More Details](#)

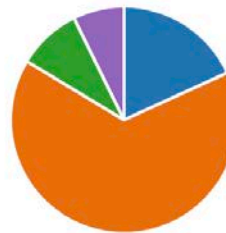
● Strongly Agree	10
● Agree	35
● Neither Agree nor Disagree	8
● Disagree	0
● Strongly Disagree	2



27. I endorse the selection of foods available for the children

[More Details](#)

● Strongly Agree	10
● Agree	36
● Neither Agree nor Disagree	5
● Disagree	0
● Strongly Disagree	4

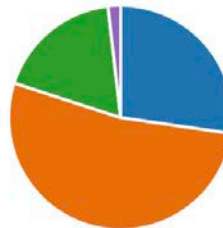


28. STEM opportunities provided enhanced learning opportunities for my child(ren)

[More Details](#)

[Insights](#)

● Strongly Agree	15
● Agree	29
● Neither Agree nor Disagree	10
● Disagree	0
● Strongly Disagree	1







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