

2024

Annual Report to the School Community



St Joseph's School

Gladstone Street, QUARRY HILL 3550

Principal: Peter Teggelove

Web: www.sjquarryhill.catholic.edu.au

Registration: 848, E Number: E3025

Principal's Attestation

I, Peter Teggelove, attest that St Joseph's School is compliant with:

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

Attested on 13 Apr 2025

About this report

St Joseph's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

The Catholic Education Week theme for 2024, “Behold I Make all Things New,” invited us to reimagine possibilities to enliven our ministry in Catholic education in innovative and creative ways. The theme challenged us to ensure our educational enterprises were clearly focussed on every student, every teacher, every school, every day.

In 2024, the recognition that Catholic Education Sandhurst Limited (CESL) is a multi-school system found expression in our commitment to streamlined governance responsibilities and enhanced support for our learning centres. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

To align the work of Catholic Education Sandhurst Ltd with the CESL Strategic Plan 2023-2027, three “Guiding Lights” have been identified that will shape the work of the organization for the next three years:

- **Authentically Sandhurst Catholic Education**
Recognizing our rich diocesan relationships and commitment to spiritual formation, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused process of encounter, deep listening, discernment and courageous action.
- **Outstanding Learner Growth**
Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.
- **Solidarity and Subsidiarity**
Through our commitment to solidarity, in each of our learning centres, our young people have the same opportunity to flourish and grow. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, subsidiarity allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible, or the highest level necessary.

In line with these three Guiding Lights and the recognition that CESL is both an evangelizing and educative entity, 2024 saw the groundwork established for Magnify Sandhurst, a transformative learning and teaching program to be rolled out to our 51 Catholic schools across the Sandhurst Diocese. This new learning and teaching program aims to significantly

enhance the learning experience for students and provide teachers with the tools they need to deliver an evidence-based curriculum that boosts student outcomes.

With the support of world-class educational partners such as Steplab, Knowledge Society, MultiLit, and Ochre Education, Magnify Sandhurst is an investment in the future of every child in all 51 schools. With the mantra, 'Every student, every teacher, every school, every day', the program is designed to create a learning environment that challenges and supports students, helping them reach their full potential.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2024 of our school staff and Catholic Education Sandhurst Office personnel; they continue to work tirelessly for the students and families in our schools and are true bearers of the Mission to which they have been called.

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

IDENTITY STATEMENT

St. Joseph's Primary School is a community of hope where self-esteem and individuality are nurtured in a safe, supportive and stimulating environment reinforcing Gospel values.

VISION STATEMENT

St Joseph's Primary School strives to be a community where:

- Children can develop relationships with God and others and be treated with dignity and respect.
- Parents, children and staff work cooperatively to provide a safe and supportive environment.
- Children are engaged in a stimulating learning environment that nurtures individual achievement.
- Children are becoming aware of their role as peace-makers and witnesses to the Gospel message in our society.

School Overview

The Catholic presence in Quarry Hill traces back to Dr. Henry Backhaus, the first priest on the Sandhurst Goldfields. Archbishop Carr laid the foundation stone of St. Joseph's in Quarry Hill on August 29, 1906, with the school opening its doors on April 30, 1907.

Initially, 138 students, mainly from families of miners, railway workers, and labourers, enrolled at the school, which the Sisters of Mercy managed. Over the years, the school saw a steady increase in enrolment reaching a peak of over 200 in the late 1980s. Following the leadership of the Sisters of Mercy, a Lay Principal was appointed in 1985.

St. Joseph's School celebrated its Centenary in September 2006. Today, St. Joseph's Primary School continues to provide a safe and supportive learning environment for the children of Quarry Hill and surrounding areas. With an enrolment of 238 students in 2024, the school operates across eleven classrooms, with a focus on faith development and nurturing Church life within the school community.

By following the Victorian Curriculum alongside the Source of Life Curriculum and Catholic Identity teachings, the school aims to help students reach their full potential while celebrating Catholic values and teachings of Christ Jesus. St. Joseph's Primary School remains dedicated to 'Building Communities of Faith' in Quarry Hill.

Principal's Report

As we conclude another successful school year filled with achievements, experiences, and growth, we take a moment to reflect on the amazing journey we have shared.

The students of St Joseph's are always at the heart of everything we do in our school community. I am genuinely grateful for their passion, curiosity, and dedication to learning, whether they are just beginning their journey or taking on leadership roles. Their accomplishments in academics, sports, arts, and community service are genuinely remarkable.

I want to express my deepest appreciation to our exceptional team of leaders, teachers and support staff for their unwavering commitment to our student's development and continual school improvement. Their enthusiasm, innovation, and hard work create a unique learning environment that nurtures our students' strengths and helps them reach their full potential.

I also want to thank our parents and families for their trust, involvement, and support. Your contributions have been vital to the success of our students. The newly formed St Joseph's School Advisory Council, along with the Parent and Friends Association, have played a significant role in fostering community engagement and supporting our school.

Congratulations to our graduating students as they transition to the next chapter of their educational journey. Your resilience and leadership have been truly inspiring. Best wishes to all our year six students and families as you embark on new experiences.

As we look forward to the upcoming year, we anticipate new challenges, opportunities, and moments of growth. I wish all our families a safe and joyful Christmas season as we prepare for the exciting adventures that await us in the future.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

At St Joseph's we are committed to strengthening Catholic values and identity.

Intended Outcomes:

- To build the capacity of staff in a contemporary pedagogical approach to the RE curriculum
- Recontextualizing our Catholic tradition and story
- Deepen and enhance the Catholic Social Teachings (CST) at our school

Success Criteria:

- All staff engagement in our accreditation within three years of employment.
- A commitment of ten hours of professional development each year.
- Relevant data tools in demonstrating improvement in Catholic values and identity.
- Catholic Social Teachings are known and articulated by the School community.

Achievements

- Four staff members have begun and will continue with their accreditation to teach RE in 2024.
- Work continues with CES staff and the Catholic Identity Leader to build the capacity of staff to plan and implement contemporary RE lessons.
- The Catholic Social Teachings are on display around the school and in the classrooms to promote knowledge and understanding of these within the school community.
- Staff have been involved in ongoing Professional Development in Religious Education. These opportunities included
- Working regularly with members of the Catholic Education Sandhurst Religious Education Team to further develop effective planning for Teaching and Learning in Religious Education and deepen knowledge and understanding in the areas of Prayer, Matthew's Gospel, St Joseph, Recontextualisation, Catholic Social Teachings and Shared Christian Praxis.
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Value Added

- Unit and Whole School Masses were celebrated throughout the year. Whole School Masses included the Beginning of the School Year, the Feast of the Sacred Heart and the end of the year Graduation Mass. Unit Masses were celebrated each term relating to Source of Life (SoL) Units of Work being taught at the time.
- Liturgies were celebrated for Ash Wednesday, St Joseph's Day, Holy Week, ANZAC Day, Mother's Day, Grandparents Day, Remembrance Day and Advent.
- Yr 3 students prepared for and participated in the Sacrament of Reconciliation.
- We supported the local St Vincent De Paul Society by raising funds to support community members with supermarket vouchers during the Winter Appeal and at Christmas time.
- Students participated in a 'Walk for Water' day and Colour Fun Run to support CARITAS and gain further understanding the CST of Solidarity
- Four staff continued their RE Accreditation
- Acknowledging our Patron Saint - St Joseph's, and celebrating feast day and Golden hammer activities.
- Connecting with the Parish
- The Catholic Identity Student Leadership group were actively involved throughout the year in promoting and running our Social Justice initiatives, which included a range of awareness raising learning experiences, solidarity actions, and charitable works and actions.
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Learning and Teaching

Goals & Intended Outcomes

Goal:

We will create critical thinkers who are lifelong learners transferring their skills in literacy and numeracy.

Intended Outcomes:

- # To sustain the ongoing growth in literacy learning
- # To improve academic growth and achievement in mathematics for all students
- # To build critical thinking skills to enhance mathematics learning in real-life situations
- # Ensure teachers differentiate to meet the needs of all students in mathematics

Success Criteria:

- # Growth in individual student data in NAPLAN, MAI and PATM & PATR.
- # Targeted teaching and assessment is evident in Work Programs catering for all abilities.
- # A school-based tool is implemented to monitor and track the development of critical thinking skills.

Achievements

Professional Development

Both our teachers and Learning Support Officers have been involved in ongoing Professional Development to support student learning. Some of these opportunities included:

- # Working regularly in Professional Learning Communities with Lauren Gould (Catholic Education Sandhurst Mathematics Consultant) on aligning planning documents across the school
- # Familiarisation of the Victorian Curriculum 2.0 in Mathematics
- # Analysing and using data in meaningful ways
- # Membership and use of 'Australian Teacher Aide' to upskill LSO's
- # Supporting graduate teachers through effective mentoring programs

Improvements

As we continually strive to improve our procedures to enhance our knowledge of best practices, we reviewed and improved the the following procedures:

- # End-of-year handover of students to their new classroom teacher
- # Our assessment schedule to ensure it was relevant and useful to teachers
- # The Moderation process for the National Consistent Collection of Data (NCCD)
- # Student Learning plans - streamlined and consistent

Support

- # Parent Support Groups (PSGs) were held once per term for all students on Individual Learning Plans who required adjustments in their learning environment.
- # We continued to use the MultiLit Program to support a select group of students in their reading.
- # Learning Conversations were held in both Terms 1 and 3, and written reports were provided to families in Terms 2 and 4.

Student Learning Outcomes

2024 NAPLAN Data

NAPLAN data was released on the 14th of August 2024, with comparisons able to be made with State and National data. Our Year 3 data indicated that in Reading 73%, Writing 84.6%, Spelling 79.4%, Grammar & Punctuation 58.6% and in Numeracy 78.6% of students received Strong or Exceeding Expectations results. In Reading, Writing, Spelling and Numeracy, more St Joseph's students were working at the Strong level when compared to State and National results. Our overall Grade 3 results indicate that Grammar is an area to focus on, in addition to extending students who are already working at a Strong level.

Within Grade 5, our data indicated that in Reading, 75.7%, Writing, 83.7%, Grammar & Punctuation, 53.6%, Spelling 65.8% and in Numeracy, 80.5% of students received Strong or Exceeding Expectation results. Similar to the Grade 3 results, these results were favourable

when compared to State and National data; however, an area to focus on for St Joseph's is the support for students to move from Developing to Strong and Strong to Exceeding levels of growth.

Additional intervention support was provided for students through the provision of Intervention Teacher and Learning Support Officers. Interventions largely focused on improving students' speech, spelling and reading skills. Enhanced data recording and tracking allowed for targeted learning and teaching strategies.

The Learner Diversity program continued with the recording of goals, adjustments and interventions expanded on student Personalised Learning Plans and the setting, monitoring and reviewing learning goals for all St Joseph's students throughout Learning Conversations.

Proficiency Summary for Year 3

Reading

14% of students are 'developing'

59% of students are 'strong'

24% are 'exceeding'

Writing

6.9% of students are 'developing'

79.3% of students are 'strong'

10.3% are 'exceeding'

Conventions of Language - Spelling

17.2% of students are 'developing'

44.8% of students are 'strong'

34.5% are 'exceeding'

Conventions of Language - Grammar

27.6% of students are 'developing'

51.7% of students are 'strong'

6.9% are 'exceeding'

Numeracy

17.9% of students are 'developing'

64.3% of students are 'strong'

14.3% are 'exceeding'

Proficiency Summary for Year 5

Reading

17.1% of students are 'developing'

65.9% of students are 'strong'

9.8% are 'exceeding'

Writing

12.2% of students are 'developing'

78% of students are 'strong'

4.9% are 'exceeding'

Conventions of Language - Spelling

19.5% of students are 'developing'

46.3% of students are 'strong'

19.5% are 'exceeding'

Conventions of Language - Grammar

39% of students are 'developing'

46.3% of students are 'strong'

7.3% are 'exceeding'

Numeracy

14.6% of students are 'developing'

75.6% of students are 'strong'

4.9% are 'exceeding'

All students whose results indicated they needed additional support are receiving suitable adjustments in the classroom to support their learning needs.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	423	59%
	Year 5	482	54%
Numeracy	Year 3	428	79%
	Year 5	497	81%
Reading	Year 3	425	83%
	Year 5	487	76%
Spelling	Year 3	438	79%
	Year 5	480	66%
Writing	Year 3	433	90%
	Year 5	492	83%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal:

At St Joseph's we are committed to building a resilient and inclusive community supported by research and evidence-based practises.

Intended Outcomes:

- # To enable students to understand themselves and others, recognising and managing emotions through explicit teaching of social and emotional curriculum
- # To build staff capacity in planning, implementing and evaluating social skills programs

Success Criteria:

Monitor and track with an aim to:

- # Improve ACER data in student confidence, student relationships and student safety
- # Increase staff participation in relevant professional development in this area
- # Have evidence of social-emotional capabilities in planning

Achievements

- Staff attended Professional Development sessions on CPR, Mandatory Reporting, Asthma, and Emergency Management.
- Principal & Pastoral Wellbeing officer attended Knowledge Society Professional Development
- Students completed a Social and Emotional survey ACER Grades 3-6.
- Parent Support group meetings were held for students at risk each term.
- Student behaviour is monitored regularly through Simon - Behaviours are stated positively in line with the Three Whole School Expectations.
- Development of A Behavioural Support Team (BST) within the school.
- Staff Professional Development with Dan Petro around Behaviours of Concern and practice around this.
- Wellbeing team - Principal, Pastoral Wellbeing Leader and Family Liaison officer
- Staff briefings throughout each term provide Professional Learning around positive intervention in schools.
- Social skills teaching- Tips and strategies shared in the weekly update as well as additional resources provided to classrooms to support social skills teaching.

- Regular communication via newsletter about the promotion of child safety and whole school procedures.
- Student PBIS Team - Speak at assemblies, promote whole school procedures, develop videos that explicitly teach social skills, promote the whole school reward, and promote student voice in decision-making within the school.

Value Added

- Big sister Project - Grade 5/6 girls
- Connected circus program- 5/6 boys
- Community events recognised within the school - Harmony Day, Ru OK Day
- Students from Grade 5 were buddied with the new Foundation students to support their transition to school.
- Assemblies every fortnight that celebrate student success also promote the Wellbeing focus of the week.
- Community events included Mother's and Father's Day breakfasts.
- A Food Tree was set up for families who may be experiencing hardship.
- Home school communication was a priority and the school offered a variety of ways, including newsletters online, and PAM (Parent Access Module) for all permissions for excursions.

Student Satisfaction

All Year 3-6 students were surveyed in 2024, data collated from CEO ORAMA Student Surveys showed the following in relation to Student Satisfaction:

Rigorous Expectation: 'How much students feel their teachers hold them to high expectations' is consistent with CES average of 73%.

Teacher-student relationships: This is rated at 73%, higher than the CES average of 69% by students as seen in the 'strength of the social connection between teachers and students, within and beyond the school'.

School Belonging: 'How much students feel they are valued members of the community' is rated high at 65% compared to the CES average of 64%.

Student Voice: This is rated by students slightly higher than the CES average at 50%. Our students indicate that they would like more opportunities to be heard regarding school climate and improvement.

Students Safety: Rated 37% by students their 'Perception of student physical and

psychological safety while at school' was marginally higher than the CES average of 35%. Whilst higher, this concerns staff and needs to be investigated further.

School engagement: 'How attentive and invested students are in school' is rated 46% compared to the CES average of 44%.

Student Attendance

The school's classroom teachers are required to monitor and record the attendance of all students at least twice a day, including during school excursions, and report absences from school or class. At our school, attendance is recorded by the classroom teacher during the first session of the day (9 am) and after lunch (2:15 pm) using SIMON.

If a student is absent on a particular day and the school has not been previously notified by a parent, guardian, and/or carer, or the absence is otherwise unexplained, St Joseph's Primary School notifies parents by SMS, phone, or through SIMON. Classroom teachers follow up on unexplained absences and attempt to contact them.

Parents, guardians, and/or carers should respond as soon as possible on the same day of the unexplained absence, allowing time for the parent, guardian, and/or carer to do so. If contact cannot be made with the parent, guardian, and/or carer (due to incorrect details), the school attempts to contact any emergency contact/s nominated on the student's file held by the school, where possible, on the day of the unexplained absence. The school then keeps a record of the reason given for each absence. If the school considers that the parent has provided a reasonable excuse for their child's absence, it will be marked as an 'approved' absence. If the school determines that no reasonable excuse has been provided, the absence will be marked as 'unexplained' absence or 'parent choice unauthorised'. The parent guardian and /or carer will be notified if an absence has not been approved.

When students continue to have unexplained absences, the teacher contacts the Pastoral Wellbeing Team, and processes are implemented to support the students. For example, meeting with the parents to design an attendance plan and, if necessary, seek assistance from Catholic Education Sandhurst Limited.

Average Student Attendance Rate by Year Level	
Y01	92.9
Y02	90.7
Y03	89.7
Y04	92.4
Y05	92.0
Y06	88.7
Overall average attendance	91.1

Leadership

Goals & Intended Outcomes

Goal:

We are committed to student growth and academic achievement through capacity building of staff.

Intended Outcomes:

- # All Staff develop a professional learning plan aligned with the strategic plan with a focus on mentoring and feedback.
- # To ensure all planning documents are consistent with an emphasis on targeted teaching assessment practices and differentiation.
- # A staff professional development plan with a focus on pedagogical practices in RE, Critical Thinking skills in Mathematics and Social Emotional Capabilities.

Key Success Criteria:

- # Leadership team highly skilled in mentoring staff with their professional learning plans.
- # Evidence of improved growth in PAT- M, PAT-R, ACER, NAPLAN, ECSI for all students.

Achievements

Leadership Structure @St Joseph's: Our Leadership structure was further consolidated and strengthened in 2024.

Leadership Team: The Leadership Team monitors and oversees School Improvement. The Team comprises: Principal, Deputy Principal/REC, Pastoral Well-being and Learning & the Teaching Leader. Continued formation was a key factor in the team's development and success.

Professional Learning Team: Consists of all teaching staff who meet regularly to learn together and monitor student progress.

Learning & Teaching Team: Was established to oversee the professional learning of staff at St Joseph's.

Positions of Responsibility: Areas of need identified throughout the school are given priority in staffing and resources as outlined in the school's annual action plan.

Unit Leaders Team: Meet regularly to track planning and events across the school.

School Advisory Council: was established to oversee the Schools Governance and Improvement

Parents and Friends Association: continued to enhance social and fundraiser events.

#Student Leadership: All year six students have the opportunity to engage in structured leadership activities throughout the year. Students were also allowed to apply for Senior leadership Roles including School Leaders, Tech Leaders, Sports Leaders, PBIS Leaders and Fire Carrier Leaders.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>All Staff are expected and encouraged to participate in professional development activity to ensure life-long learning. In 2024 the staff of St Joseph's participated in;</p> <p># Magnify Professional Development</p> <p># Learning & Teaching Network</p> <p># Fire Carriers Network Days</p> <p># Pastoral Well-being</p> <p># Deputy Principals Network</p> <p># Religious Education Network Days</p> <p># Catholic Identity</p> <p># Principal Network Meetings</p> <p># Budgeting Workshops</p> <p># Child Safe Briefings/Workshops</p> <p># OH&S Training</p> <p># Critical Incident Training</p> <p># AFS workshops ICON development training</p> <p># Level Two First aid</p> <p># Students with Disabilities</p> <p># Google Apps for Education (GAPE)</p> <p># FBT workshops</p> <p># Simon Computing system</p> <p># Coaching & Mentoring</p> <p># LOTE workshops</p> <p># Middle leadership PD - CDLP</p>	
Number of teachers who participated in PL in 2024	35
Average expenditure per teacher for PL	\$920.00

Teacher Satisfaction

Recent data collated from CEO ORIMA Staff Surveys, showed the following in relation to Staff Satisfaction:

School Leadership: Staff feel very confident in the leadership of the school, as 'Perceptions

of the school leadership's effectiveness' is rated very high at 82% against the 58% CES Average.

Staff Leadership relationships: Leaders at the school pride themselves on establishing trusting and supportive relationships with staff members. The 'Perceptions of the quality of relationships between staff and members of the leadership team' is rated highly at 86% by staff, above the 81% CES average.

Instructional Leadership: We are all responsible for the growth of each child in our school. Staff work together to ensure that every child has the opportunity to learn. The 'extent to which the school leaders set the conditions for improving teaching and learning at the school' is 74% by teachers, against the 52% CES Average.

Collaboration around an improvement strategy: All staff had the opportunity to collaborate. The teachers' Perceptions of the coherence of the schools improvement strategy is rated in the 79th percentile, well above the CES average of 60%.

Support for Teams: The leadership team ensures the teachers have access too the latest thinking, quality resources and time to ensure effective learning and teaching, The Teachers' perception of how well the school leadership sets the conditions for teams to collaborate effectively is extremely high at 93%, well above the 68% CES average.

Teacher Qualifications	
Doctorate	0
Masters	0
Graduate	2
Graduate Certificate	0
Bachelor Degree	13
Advanced Diploma	2
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	18
Teaching Staff (FTE)	16.4
Non-Teaching Staff (Headcount)	7.67
Non-Teaching Staff (FTE)	15
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal:

To build on our sense of responsibility, awareness and accountability for the resources within our school.

Intended Outcomes:

- # Continue to implement Child Safety Policies and procedures.
- # Allocate our resources to bring about positive learning situations.
- # Build on our knowledge of how to differentiate the curriculum to improve student learning.
- # To be strategic with the long-term planning for the financial status of the school.
- # Create a culture of high expectations across the school for all staff and students.

Success Criteria:

- # Increased participation and engagement in the school under the Community Engagement Plan

Achievements

St Joseph's has an incredibly strong school community. St Joseph's is committed to ensuring every family an affordable and quality education. When we budget each year, we ensure that fees are set at a manageable rate and the school is well-resourced.

The following achievements were evident at St Joseph's in 2024:

- # The school continues to be extremely well-resourced across all areas of the curriculum providing resources to cater for the individual needs and learning styles of each student.
- # The 'St Joseph's Community Group', worked together for School Improvement, Social events and fundraising.
- # Family social events and opportunities were organised and attended
- # The Principal and Administration Officer consistently sought advice from Catholic Education # Office personnel and peers to develop their knowledge and understanding in the area of finance and administration.

Fee collection from families who had long left the school was sought throughout 2024 with the assistance of a CES-approved collection agency.

St Joseph's Family Liaison Officer engaged and supported our community by contributing to the following initiatives:

Supported staff, students and families to embed the Positive Behaviours, Intervention and Support (P.B.I.S) Framework.

Contributed on a regular basis to the community newsletter.

Supported families by organising care packages, meals etc.

Referred families to outside agencies.

Worked with and supporting individual students.

Parent Satisfaction

Recent data collated from CEO ORAMA Community Surveys showed the following in relation to Community Satisfaction:

Family Engagement: The community has indicated that they would like to become more involved in their child's learning and the life of the school, rating 'The degree to which families are partners with their child's school' at the 51st percentile, slightly above the CES average of 50%.

Barriers to Engagement: The community is relatively comfortable with the 'Factors that can hinder a family's interaction or involvement with their child's school' rating this at 72%, above the CES average of 68%.

Student Safety: Perceptions of students' physical and psychological safety while at school is 71%, above the CES 68% average.

School Climate: Families' perceptions of the social and learning climate of the school is rated at 89%, higher than the 83% CES average.

Financial Performance

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

For more detailed information regarding our school please visit our website at www.sjquarryhill.catholic.edu.au