



St Joseph's School

# 2016 Annual Report

Principal: Mr Graeme Urquhart

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## About this Report

**St Joseph's School** is registered by the NSW Education Standards Authority. The Catholic Schools Office, Wagga Wagga the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider community with fair, reliable and objective information about St Joseph's School's performance measure and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the school's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the school community and the Catholic Schools Office, Wagga Wagga. This *Report* has been approved by the Catholic Schools Office, Wagga Wagga in consultation with the School Consultant who monitors St Joseph's School has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority, Teaching and Educational Standards, NSW requirements for Registration and Accreditation secondary schools and Registration primary schools.

This *Report* complements and is supplementary to St Joseph's School newsletters and other forms of communication. Further information about St Joseph's School may be obtained by contacting the school or by visiting the school's website.



## **Section 1: Message from Key Groups in Our School Community**

### **Message from the Principal**

Thank you for your interest in our school. We are proud of the education we offer and we are particularly proud of our students. Our students strive to live up to the school motto, sursum corda (which means "Let us lift up our hearts" in Latin).

The children at St Joseph's Narrandera have had opportunities to participate in a variety of activities. They have engaged in inquiry learning, playing sport, performing in bands and choirs, using technology and using the recently refurbished library.

The parent body of St Joseph's has provided invaluable support to the school. The staff is committed to continuous improvement which has resulted in improved pedagogy across the stages.

I commend the work of the students, staff and parents who have contributed to the provision of a quality education for the students at St Joseph's.

### **Message from the Parent Body**

The school council has had quite a productive year for 2016, from the commencement of a new cleaning contactor and gardener to keep our school in great condition to an increase in technology available to all students in the way of Chromebooks, new interactive TV's and the fantastic music program.

Many working bees were held throughout the year to keep our school looking tidy, maintained and a safe area for all of our students and staff. None of this could happen without our great volunteers, so a huge thank you for all involved.

The second half of the year saw many projects come to life including the moving the library and the back of the hall furnished with new shelving and furniture to create a new multifunctional area. The students also benefited from extra seating placed around the school, a new slide for the playground and finally the commencement of a new sports shed ready for use early in the new school year.

The school council has discussed many important issues including funding, security, canteen, school budget, learning programs and the continual upgrade of IT systems, which we hope will give all students the best learning environment possible.

Thank you to all school council members. Without your hard work and dedication, a lot of the above could not have been achieved.

Kristy Murry – School Council President



## Message from the Student Body

Trumpets blaring, drums booming, flutes trilling and guitars strumming. These are only some of the sounds that you will hear when you step into the foyer of St Joseph's Primary School Narrandera when the St Joseph's music programme is in action. Students are learning many musical instruments face to face, with many great music teachers. In 2016 the a3 music programme brought many amazing song and dance teachers to our school to teach us songs and dances which culminated in a spectacular concert performed at the CRC hall along with the equally talented students from St Joseph's School Leeton.

Every year the Year 6 class donates a gift to the school that everyone can enjoy and benefit from, such as an outdoor basketball hoop, new sports flags and a clock for the playground. Last year's gift, a basketball ring never fails to draw a crowd at recess time. This year our Year 6 class are building a chicken coop, kitchen garden and if we are fully committed we may make an environmental garden. We have already hatched some baby chickens to be the first residents of 'Cluckingham Palace'. Stay tuned for next year's report to hear about our successes.

Each year, Year 6 are buddied up with a Kindergarten child to help them in their first year of school. Each week throughout the year, we spend time with our buddies to help them learn and find out about the school rules also making sure they follow them. We do fun activities with them, trying new things. We have already helped them learn how to use a computer. It is a lot of fun.

Something many of children in the school enjoy, is when the school holds fundraisers with fun activities and stalls. These include; casual clothes days and tabloid days where the whole school is split into groups and we rotate around the activities with Year 6 setting up and helping out to make it a fun day. At the end of every year, Year 6 run a water fun day. As it is Summer, with warm weather, all the activities include something to make you get wet! Lately we have been raising money for Caritas, Vinnies and money to go towards our Year 6 gift to the school. Most recently, we held CARITAS 50 cent Market Day with stalls which included; a beauty salon, balloon pop, slime bucket, shoot the hoop with all the money we raised being sent to three different charities. All together we raised over \$1000. As you can see, Year 6 has an enormous responsibility to ensure that school is a fun, safe place for all students in our school.

Our school community attends Mass on a regular basis, celebrating all the feast days throughout the year. Each class takes a turn to organise readers and hymns for the Mass and the whole school attends. Every child participates in the sacramental programs. Our Year 2 students receive the sacrament of Reconciliation, Year 3 participate in the Sacrament of the Eucharist and in 2016 all of Stage 3 received the Sacrament of Confirmation.

By Lily Sergeant and Olivia Kschenka (Year 6)



## **Section 2 : School Features/Context**

St Joseph's School is a Catholic, coeducational, Diocesan Primary school situated in Narrandera NSW in the Diocese of Wagga Wagga. St Joseph's School is an integral part of St. Mel's Parish.



### Section 3: Student Profile

The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Indigenous	Total
107	94	14	24	201

\*Language background other than English

#### Enrolment Policy

The Diocese of Wagga Wagga has established an [Enrolment Policy](#)<sup>†</sup> which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

<sup>†</sup>Copies of this policy and other policies in this report may be obtained from the [Catholic Schools Office website](#) or by contacting the Catholic Schools Office.

#### Student Attendance and Retention Rates

Year	Attendance %
Kinder	94
Year 1	93
Year 2	92
Year 3	92
Year 4	92
Year 5	92
Year 6	92

The average student attendance rate for 2016 was 93%.



Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- the Director of Catholic Schools or designated Catholic Schools Office Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College/School strategies have failed to restore regular attendance.

#### **Section 4: Staffing Profile**

The NSW government requires that this report details the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.



## Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by NSW Education Standards Authority.

Teacher Qualification		Number of Teachers
a	Those having formal qualifications from a recognised higher education institution or equivalent	13
b	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

The following information describes the staffing profile for 2016:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
13	5	18

\*This number includes x Fulltime teachers and x part-time teachers

Percentage of staff who are indigenous	0
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## Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Schools Office Wagga Wagga.

During 2016, the staff from St Joseph's was involved in a number of professional development activities both in school and in their own time. These included, training in working with children with Autism, Literacy and Numeracy Networks, Curriculum Review Process, Best Start Training, SENA Maths, First Aid, CPR, NAPLAN Data Analysis, Reading Recovery, OH&S Training, Child Protection, the Australian Teacher Performance and Development Framework and using the National School Improvement tool.



## Section 5: Catholic Life and Religious Education

St Joseph's School follows the Wagga Wagga Diocesan Religious Education Curriculum, ***Sharing Our Story***.

### Catholic Heritage

St Joseph's is steeped in the Josephite tradition. New staff to our school are led to an understanding of the history of our school from its early beginnings at in East Street to its location today. Each new staff member is given a copy of "St Joseph's Narrandera 1899 to 1999", which is a book outlining the history of our school and the St Joseph's Sisters in Narrandera.

### Liturgical Life of the School/ College

By involving children in regular liturgy and prayer, St Joseph's School aims to nurture and support their faith development. Each term the students are given the opportunity to celebrate a number of whole school Masses as well as class/stage Masses in St Mel's Church.

Students who have received the Sacrament of Reconciliation were given the opportunity to participate in this sacrament each term. During school assemblies on Monday and Friday, students lead the school in prayer. The staff of St Joseph's strives to integrate the values displayed and spoken by Jesus in the Gospels into the life of the school, in the hope that all members of St Joseph's School will integrate this faith into their life and understand their role as missionary disciples.

At our opening school Mass, new families were welcomed into our community and student leaders were blessed and commissioned in their various roles. A feature of the liturgies was the involvement of the students through various ministries, especially music.

Other liturgies celebrated by the school community have included: Ash Wednesday, St Joseph's Day, Holy Week, Anzac Day, the Feast of Mary MacKillop, The Assumption, All Souls Day and Christmas.

All staff members took an active role in the preparation of the liturgy during the year. Members of staff also join together and share a prayer session/reflection each Wednesday morning before staff meetings. Prayer is a part of who we are at St Joseph's, with teachers and students engaging in prayer on a daily basis as well as part of their Religious Education units.



## **Staff and Student Faith Formation**

St Joseph's School places great importance on the faith formation of our students and our staff. As an educational community we have a critical role to play in the evangelizing mission of the Church, proclaiming and explaining the Good News of Jesus Christ. We appreciate that every person is on a journey of faith. We are sensitive to the varied stages of faith development that our students and staff are experiencing and offer religious education program designed to help their faith to grow. Religious education is integral to our Catholic identity and curriculum. Every student participates in Religious Education classes.

Staff and students are active in the Parish in many ways including:

- RCIA
- Readers at Mass
- Eucharistic Ministers
- Lenten Groups
- Altar Servers

## **Social Justice**

We encourage our children to support our local parish, support local charities and worldwide charities such as St Vincent De Paul, Caritas and World Mission. We have conducted many fund raising activities to help raise money for:

- Caritas Market Day
- SVDP Christmas Appeal
- SVDP Winter Appeal
- St Joseph's Museum Penola
- St Mel's Bingo Night

## **Professional Learning in Catholic Life and Mission**

The Diocese of Wagga Wagga Catholic Schools Office has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.



## **Section 6: Curriculum**

St Joseph's School follows the NSW Education Standards Authority syllabus for each subject/course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the associated requirements of the Catholic Schools Office, Wagga Wagga.

Children from St Joseph's School have access to support services provided by Centacare, Intereach and ME time. They also have access to Reading Recovery, the a3 Music Program, the Diocesan Band Program, Quicksmart Literacy and Numeracy programs and ICAS competitions.



## Section 7: Student Performance in State- Wide Tests and Examinations

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentage of students who achieved particular skill bands in numeracy and the aspects of literacy. The Schools results shown are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported in the following strands: Number, Measurement and Data, Space, Patterns and Algebra.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 6	10.5%	0%	10.5%	5.3%	0%	0%	5.6%
Band 5	42.1%	57.9%	31.6%	42.1%	5.6%	11.1%	5.6%
Band 4	26.3%	26.3%	36.8%	15.8%	33.3%	27.8%	44.4%
Band 3	15.8%	15.8%	10.5%	26.3%	38.9%	44.4%	16.7%
Band 2	5.3%	0%	5.3%	5.3%	16.7%	11.1%	11.1%
Band 1	0%	0%	5.3%	5.3%	5.6%	5.6%	16.7%
Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 8	3.8%	9%	14.8%	18.5%	0%	4.0%	4.0%
Band 7	19.2%	11.1%	3.7%	11.1%	16.0%	16.0%	28%
Band 6	34.6%	25.9%	25.9%	22.2%	32.0%	28.0%	20.0%
Band 5	19.2%	44.4%	33.3%	37.0%	40.0%	40.0%	40.0%
Band 4	11.5%	7.4%	11.1%	7.4%	8.0%	8.0%	4.0%
Band 3	11.5%	11.1%	11.1%	3.7%	4.0%	4.0%	4.0%



## Section 8: Pastoral Care and Well Being

### Discipline

At St Joseph's school we believe that children respond best to an approach that encourages and rewards positive, independent behaviour. Our Discipline Policy reflects this. **Corporal Punishment will not be used at St Joseph's Primary School Narrandera.**

### Student Welfare

At St. Joseph's School believe that every child has a right to be safe and feel safe. Our student welfare policies and practices guide us in achieving these goals.

### Complaints and Grievances

The school has adopted an approach to resolving complaints and grievances that is based on procedural fairness, it recognises that parents/ caregivers and students must have access to processes that allow them to resolve concerns in a supportive and conciliatory way. Parents/students with a complaint are encouraged in the first instance to contact their class teacher. If the need then arises contact with the Principal and the [CSO](#) may be appropriate.

### Changes to School Policies

School policies are available from the front office. Diocesan policies are available from the Catholic Schools Office in Tarcutta Street in Wagga Wagga.

## **Initiatives Promoting Respect and Responsibility**

At St. Joseph's School, the Principal, Parish Priest and staff model respect and responsibility to each other and to the students. At St. Joseph's School, emphasis is placed on student leadership, self-respect and responsibility. Each class composes co-operatively its own responsibilities and consequences at the beginning of each year. These norms are referred to frequently and focused on according to the needs of the students. Visuals prompts are used for some students. Respect and responsibility permeate St. Joseph's Religious Education Program and Pastoral Care Policy.

Senior students have many opportunities to accept a leadership role in the school. Other students, from Kindergarten to Year 6, are encouraged to show respect and carry out responsibilities in the day-to-day running of their classrooms and in the playground.

At St. Joseph's School, discipline is viewed as preventative, corrective and supportive. No form of bullying is tolerated.

Pastoral care at St. Joseph's is an expression of what we believe about relationships with God and with others.

Respect and responsibility are encouraged and demonstrated through child protection policies, programs promoting self-esteem, programs that teach life skills, the provision of school counselling services through Centacare, Intereach, ME time and Seasons for Growth – a grief and loss program.



### **Workplace Health and Safety**

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the CSO for Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

### **Section 9: School Review and Improvement**

Each year the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is drawn from the Catholic Schools Office Annual Improvement Plan. The school engages in an annual evidence based evaluation of its effectiveness against The National School Improvement Tool, The Australian Professional Standards for Teachers and the Australian Professional Standards for Principals in collaboration with the School Consultant.



<b>Strategic Priority Area</b>	<b>Improvement Targets</b> What do you want to improve?	<b>Key Improvement Strategies</b> How are you going to improve? What actions are required to progress the improvement target?	<b>Evidence of Improvement</b> How can you demonstrate that an action is complete? What is the evidence or indicators of improvement?
<b>Catholic Life &amp; Mission</b>	Make Mission more visible / authentic at St Joseph's School by the completion of 2016.	Complete the Core Domain Catholic Life and Mission. Make school decisions based on Core Domain data. Year 6 to work on a Mission Project, perhaps in conjunction with SVDP or the local nursing home.	Utilise the data provided by the completion to the Core Domain, Catholic Life and Mission. Year 6 teacher will liaise with SVDP and develop a Mission based project.
<b>Pastoral Care &amp; Wellbeing</b>	Develop a school wide approach to Pastoral Care and Wellbeing by the end of Term 2.	Survey parents, students, Parish Priest and teachers to determine areas of need and agreed approaches to Pastoral Care and Wellbeing, (Effect size 0.72). Seek assistance from CSO staff in developing / finding a suitable Student Wellbeing survey. Investigate the implementation of a Restorative Practices Program for staff of St Joseph's. Rewrite our school's Pastoral Care and Wellbeing Policy. Share document with school community. Implement policy.	Survey post implementation of policy to measure improvement.
<b>Student Learning &amp; Pedagogy</b>	Improve children's learning outcomes in Mathematics. See note below. Improve teachers' knowledge of the Mathematics Syllabus. Improve children's performance in NAPLAN testing.	Continue with Quicksmart Maths. Teachers to work with Anita Chinn in March, 2016 to refine our Mathematics Scope and Sequence and develop teachers ability to devise assessment strategies that focus on specific learning outcomes. Teachers to have access to Anita Chinn's online modules in 2016. Work with Mathematics Coach	Quicksmart in operation commencing Term 1, 2016. Anita Chinn in school working with teachers. Mathematics Scope and Sequence completed and in use. Moderated assessment tasks in use. Teachers using the Mathematics Syllabus as their first reference in developing a Mathematics Program.



		<p>(SAP School initiative) to delve into and gain a genuine understanding of the Mathematics Syllabus. See note below.</p> <p>Develop a program targeting children learning more about the NAPLAN testing genre / strategies. CSO support required.</p>	<p>NAPLAN testing strategies developed and being strategically taught.</p>
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<p><b>Strategic Leadership &amp; Partnerships</b></p>	<p>Implement Staged Learning during 2016. Continue working towards having our school function as a community of learners focusing on teacher collaboration. Strengthen ties with the local pre school. Investigate ways that Teacher Assistants might become effective in their daily work.</p>	<p>Focus staff meetings on learning about collaboration, providing feedback and quality relationships. Staff to visit schools with Staged learning. Timetable RFF to enable teachers to plan together in stages. Timetable for teachers to observe each other and for children to receive and provide feedback to and from teachers. With staff, investigate a process for obtaining educational “feedback” on practice. (Effect size 0.73). Investigate the possibility of implementing a Buddy System between our school and Narrandera Pre School. Survey TA’s to determine what their professional development needs might be. Meet with TA’s on a monthly basis. Ask the CSO to provide training for TA’s.</p>	<p>Teachers working and planning together in Stages. Teachers working together to develop moderated assessment tasks. Pre School / Primary School Buddy System in place. Teachers working cooperatively with Teacher Assistants. Regular meetings occurring. Training provided for Teacher Assistants.</p>
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**Priority Key Improvements for 2017**

Strategic Priority Area	Strategic Student Improvement Priorities	Student Improvement Targets for 2017	Implementation Strategies	Timelines and Milestones	Lead roles	Targeted Resources	Key Performance Indicators/ Evidence of Improvement
<b>Catholic Life &amp; Mission</b>	Development of staff catholic mission. Complete Core Domain	N/A	Staff meetings and Twilights led by REC with support from Leadership team	Terms 1,2,3,4 staff meetings  Terms 3/4	Principal REC	CSO Direction	TBA
<b>Pastoral Care &amp; Wellbeing</b>	Review current practices in regards to the manner in which staff engage with the children in our care.	To achieve a pastoral approach to student welfare	Review Pastoral Care Handbook to see what has been documented. Agree on reasonable expectations.  Update School Handbook to reflect agreed practice  Investigate pastoral care programs eg. Restorative Practice, Understanding and Supporting Behaviour, Bounce Back etc.  Feedback to leadership team each term	Term 4 2016  Term 4 2016  2017 for PD in 2018 -	Leadership team  AP	Rod Whelan Monica Cameron Chris Cotter Bernadette Gibson  Whatever resource is decided upon by the Leadership Team.	Publication of new Wellbeing Policy.
<b>Student Learning &amp; Pedagogy</b>	Improve student results in Maths, by the systematic use of data which informs teaching and maps student performance .	In numeracy we will increase our NAPLAN results to 10% Proficiency in Year 3 20% proficiency in Year 5.	Identify and demonstrate which assessment tools are used to monitor school wide achievement and progress in the area of numeracy / maths. Target Year 4 2017 with intensive	Term 1  Term 2 2017  Term 3  Term 4	Principal and Targeted Teacher  Targeted Teacher	CSO Literacy and Numeracy Framework	Increase in NAPLAN performance as per Student Significant growth in Year 5 NAPLAN results.  Improvement Targets.  Documentation of agreed



	<p>Identify and increase the growth in numeracy and reading levels of our higher performing students.</p>	<p>To increase the number of our higher performing children making acceptable growth in Numeracy and Reading, 3 to 5.</p>	<p>Mathematics program to promote student growth - Diocesan Literacy and Numeracy Framework.</p> <p>Establish agreed expectations around teaching, learning and assessment in mathematics. Draft documentation of above. Trial agreed expectations re. draft documentation for school maths lessons, assessment tasks and timelines, tracking of students.</p> <p>Identify our higher performing children in Reading and Numeracy. Use NAPLAN and the assessment activities outlined in the diocesan Literacy and Numeracy Framework.</p>	<p>Term 1</p>	<p>Principal, Targeted Teacher, classroom teacher.</p>	<p>CSO</p>	<p>practices in Learning teaching and assessment in mathematics.</p> <p>Improved NAPLAN results for our higher performing students.</p>
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<b>Strategic Leadership &amp; Partnerships</b>	Provide opportunities for professional conversation/dialogue sharing and gaining of knowledge and understanding around the 'best practice' in mathematics to improve student learning.	Teacher PLP's will reflect the SIP priorities.	Professional conversation and professional development around the numeracy continuum	Term 4 2016	Principal and SSO	CSO	Growth in 2017 NAPLAN & PAT Maths
			Explore and implement conversations at staff meetings, between teacher/Targeted Teacher and teacher/teacher, teacher / Principal.	Term 1-4 2017	Principal and Targeted Teacher classroom teachers.	Targeted Teacher	Professional conversations in place.
			Review the Australian Teaching Standards for Teachers.  Align PLP's to "standards".	Term 1 2017.	Principal, teacher, Karen Gardiner.	AITSL website, Karen Gardiner.	Professional Standards workshops completed.



## **Section 10: Parent, Student and Teacher Satisfaction**

### **Parent Participation**

Parents are the primary educators of their children and are always welcome at St Joseph's School. The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year the school has used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

The school's Parents and Friends and School Council have made significant contributions to St Joseph's School. We are extremely grateful for their support.

A survey indicated that the students, parents and staff report that the school was a safe place where they are valued and their spiritual needs are being met. They felt that the school is a very attractive and pleasant learning environment with well- resourced classrooms. The students and teachers enjoy working together.



### Financial Report

