

St. Joseph's Primary School Finley

2017 Annual Report

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About this Report

St. Joseph's Primary School Finley 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 the 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 College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the St. Joseph's 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 that St. Joseph's has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation secondary schools and Registration primary schools.

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

Section 1: Message from Key Groups in Our School Community

Message from the Principal

It was another wonderful year of learning at St. Joseph's Finley. A group of young students and their families were welcomed into the school community and another great bunch of students were farewelled as they headed off to secondary education and so much more. 2017 saw the ongoing celebration of the local primary industry in the second full year of the school kitchen garden program. The opportunity to grow, harvest, prepare and share fruit and vegetables continues to be a highlight of the school week. The school entered a massive giant pumpkin into a local show and won first prize with a whopping 52.7kg pumpkin. The students, staff and families of St. Joseph's were very proud of this achievement. In the latter half of the year, the biannual production was held. This year the entire student body come together to act, sing and dance the musical 'Trolls' for our school and wider Finley community. We had an opportunity in 2017 to complete a major renovation project in our school environment. The design and completion of an outdoor learning space attached to our kitchen garden was a major achievement for our school year. The students, teachers and community volunteers thoroughly enjoyed being able to use such a fabulous space for their garden lessons as well as the many other lessons outdoors. The use of Chromebooks and the Google Suite for Education tools was introduced to the Year 5/6 classroom. This has seen the students move to utilising the online world and the many tools at their fingertips to enhance their learning. At the conclusion of the 2017 school year Fr. Martin Cruickshank was farewelled. Martin has been the parish priest of St. Mary's Parish for the last 18 years and the entire school and Finley community have benefited from knowing and sharing their faith journey with such a wonderful person. Once again, a wonderful year together at St. Joseph's with many opportunities to learn and grow.

Message from the Parent Body

The Parent Council, together with the parents and carers of St. Joseph's, have worked tirelessly to raise funds to support the programs and initiatives of the school. They have also coordinated events which engage our school and local community and promoted family engagement and a spirit of unity as members of the St. Joseph's community. Some major achievements for 2017 have been the contribution towards the development of the outdoor learning space attached to the school kitchen garden, the installation of new air conditioning into one of our classrooms and the ongoing support of curriculum-based resources that our children utilise for day to day. Once again we achieved our fundraising goals through supporting events such as the Annual School and Parish Fete, the Finley Rodeo and the Finley Tractor Pull. We have also run a community bulb drive, raffle night at the Finley Bowling Club and other similar events. On behalf of the Parent Council, congratulations to the school community on a wonderful year of learning in 2017.

Section 2 : School Features/Context

St. Joseph's is a Catholic primary school located in the township of Finley and within the Diocese of Wagga Wagga. Finley is the centre of the Berriquin Irrigation Area. In 1935, construction on the Mulwala Canal began in order to provide employment and bring water to the area's rich farmland. It's now one of the largest irrigation canals in Australia and is an integral part of the famed Riverina food bowl. The Finley district hosts a diverse range of cropping and agricultural enterprises and forms one of the main economies of the area. The current population of the township is 1921.

During 2017 St. Joseph's catered for 64 students ranging from kindergarten to year 6. The majority of these students come from families which have a direct connection to the agricultural industry. The school was established by the Sisters of Mercy in 1915 and during its' history, has provided for primary and secondary students. The secondary component of the school ceased during the 1960's.

Section 3: Student Profile

The following information describes the student profile for 2017:

Girls	Boys	LBOTE *	Indigenous	Total
28	36		4	64

*Language background other than English

Enrolment Policy

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

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

St. Joseph's adhere to the diocesan enrolment policy and utilise the diocesan [enrolment procedures](#) and enrolment forms to maintain a clear and appropriate process around enrolling a student and their continued enrolment at the school.

It is the policy of Wagga Wagga Diocesan Schools, that students commencing Kindergarten turn five before the end of July in their first year of school. St Joseph's is a Catholic Primary School, however non-Catholic families are able to apply for enrolment.

In the event of students applying for enrolment under a Visa. Contact will be made by the principal with the Central School Office to ensure that the correct procedure is followed. The Diocesan Policy and Procedure for a Visa Student will be followed.

In the event of a family seeking enrolment for a child who turns five after July an interview with the family will be held to determine reasons. Reports from professionals to support the application for early enrol are to be sort. If an early enrol is to proceed parents are required to complete a form accepting that this is their request. This form is then held within the student's file.

In the event of placement not being available, students will be placed on a waiting list following the submission of "Application for Enrolment" form, and will be advised if a vacancy exists. Once again, placements will be offered in accordance with Wagga Wagga Diocesan Enrolment policy.

When a family is seeking enrolment and has identified as requiring extensive support for their child an ascertainment process will be entered into. This process is identified in the [Diocesan Ascertainment Policy and Procedure](#) of the diocese

A student's enrolment will be maintained when the following are adhered to:

- the family are accepting and supportive of the discipline/behaviour code of the school.
- the regular attendance of the student is maintained.
- the parents and carers maintain a respectful and cooperative relationship with the school.
- the payment of required fees and/or an effort to discuss or negotiate a payment plan when this is found to be difficult.

If any of the above points are not maintained there will be a process entered into with the family around determining how to support their continued enrolment. If, after due course, and discussion with the Central Schools Office a successful resolution does not occur the enrolment of the student will be withdrawn.

†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 phone: 0269370000.

Student Attendance and Retention Rates

Year	Attendance %
Kinder	92
Year 1	96
Year 2	93
Year 3	93
Year 4	93
Year 5	95
Year 6	91

The average student attendance rate for 2017 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, College staff/ 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 non-attendance, 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.

The management of non-attendance is in accordance of the Diocese of Wagga Procedures for student Non-Attendance Policy.

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 the NSW Education Standards Authority.

Teacher Qualification		Number of Teachers
a	Those having formal qualifications from a recognised higher education institution or equivalent	7
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 2017:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
9	5	14

*This number includes 4 full-time teachers and 5 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.

At St. Joseph's Finley the teaching staff engaged in a variety of professional learning opportunities over the 2017 school year. The professional learning undertaken is a reflection of the school goals which are determined by the annual improvement plan.

Through the guidance and leadership of the Targeted Maths Teacher, the staff engaged in development around best practice in the area of mathematics. This included aspects of learning and teaching experience and teacher planning. The school commenced utilising the Extending Mathematical Understanding assessment tool (MAI) to determine student growth over a period of time. From these, the staff were able to plan and implement more effectively and see growth for students in a number of areas.

Three teachers participated in professional development around the understanding of and the planning for the key learning area of science. They then shared their learning through school staff meetings.

The area of writing and particularly the strategies and skills associated with spelling were a major focus for St. Joseph's. a further 2 member of staff were sent to professional learning in Melbourne on how to utilise the resource 'Words Their Way' to support the students' understanding of how words work and how to approach this within their writing. Staff meetings were then targeted towards disseminating this information and exploring how to implement this into the classes teaching and learning experiences.

Staff engaged in professional development provided by A3 around how to utilise music within the classroom setting as well as developing musical programs over time.

Under the guidance of Catherine Healy who is the in school liaison officer with Centacare, the staff engaged in training about restorative practices when working with students around their relationships with others and behaviours. We also commenced work around Positive Behaviours for Schools. The staff collaboratively identified 3 key statements which underpin learning and life at St. Joseph's. These are 'be responsible', 'be supportive' and 'be your best'. Within these 3 areas the staff felt that 'be safe and kind' would appear as key components.

Section 5: Catholic Life and Religious Education

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

Catholic Heritage

St. Joseph's Primary School was established by the Sisters of Mercy. The sisters arrived at the Finley Convent of Mercy on low Sunday in 1915 and they commenced classes the very next day. The first day of school was April 12th, 1915 with about 60 pupils in St Mary's Church and it was 11 years later that the construction of St. Joseph's commenced on the site it is today. In 2015, St. Joseph's celebrated 100 years of Catholic education in Finley.

Liturgical Life of the School/ College

At St. Joseph's school, 3 to 4 school led masses are held each term. During these masses, the students lead the congregation in readings, prayer and song.

Some special celebrations that were held in 2017 were the Sacraments of Reconciliation and Eucharist in which the students from 3/4 prepared for and participated in the celebration of the sacrament, as well as leading a parish mass in May where they made a commitment to the people gathered to participate fully in the sacramental programs.

All the schools of the South West Deanery of the Wagga Wagga diocese came together in March to celebrate Catholic Schools Week. A mass of celebration was held together with a day of activities and workshops to reflect on what it means to be a part of a Catholic school.

The students created and presented an Easter liturgy to the school and parish community which dramatically portrayed the events surrounding the death and resurrection of Jesus.

The annual 'Blessing of the Pets' mass was once again held in September. This mass is a highlight of the school year as the students and their families bring along their pets to receive a blessing and give thanks for the unconditional love of family pets.

The students, past and present, are also welcome to participate and lead the Christmas Eve mass at St. Mary's parish. They read and dramatised the readings of the day while many also gathered with parish members to form a choir that leads those gathered in Christmas songs.

Staff and Student Faith Formation

During 2017 the staff of St. Joseph's participated in a 2-day spirituality program called 'Connections: Treasures in Earthen Vessels'. This was led by John Goonan, Sr. Anne Hagan from the Central Schools Office in Wagga Wagga and a representative from Catholic Mission. Each day provided time for the staff to reflect on their understanding of their own faith journeys. They also worked together to reflect on the opportunities that are provided for the students' own faith formation and to develop areas where a greater opportunity could be provided.

Social Justice

St. Joseph's focused on working to raise awareness of the work of CARITAS and Catholic Missions as well as raising funds for these organisations.

The Year 5/6 students participated in the Mini Vinnies project where they actively looked for and created activities to support their social justice efforts. Throughout the year many events were held including casual clothes days, movie for mission day, blanket drive and donation of food goods for the Christmas 'Giving Tree' for St. Vincent De Paul.

The students also participated in activities aimed at raising awareness of the poor conditions faced by many people in the world around them. One such activity was during the school Mission Week activities. Every day of the week the students and teachers would eat plain boiled white rice while sitting on the ground together. The classes also held a block of lessons outside, using no electricity and no technology.

Each year the students visit the local nursing home to sing Christmas carols and visit with the residents as an Advent promise and a way of giving back to the local community. In 2017 they also visited to share with the residents the songs and dances from our biannual musical.

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

The School follows the NSW Education Standards Authority syllabus for each subject 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.

St. Joseph's is a primary school with students ranging from kindergarten to year 6. During 2017 there were four classes K, 1/2, 3/4 and 5/6.

The ongoing development of the 'Joey's Patch' program is directly linked to many curriculum areas, from measuring and weighing foods, writing and reading recipes, exploring how other cultures grow their food and so much more. This program is a wonderful example of applying skills beyond the classroom.

In 2017 the Diocesan Music Program continued. The A3 music group from Melbourne was welcomed into the school as they involved the students from year 3 through to 6 in singing, acting and dancing. They worked together over a term to practice songs and actions which was then shared with the wider community at a concert.

Throughout the year there are many opportunities provided to enhance the curriculum for the students. Alongside the in class programs opportunities were provided for students to explore what they were learning in real life experiences. There were whole school math and science days with activities that the students worked through and their families were invited to participate in.

Once again students from Years 3-6 were able to participate in the Lion's Public Speaking competition. They were required to prepare and present a short speech about a given topic. Students who demonstrate great skill in this area were able to progress through rounds against other local and district schools.

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 school planning and is used to support teaching and learning programs.

Due to small student numbers in this cohort, and as such, the possibility of identifying individual student results, percentages of children achieving at certain 'band' levels will not be reported.

St. Joseph's uses information gathered from NAPLAN data to determine trends over time. Strengths across the school are reflected upon and areas for growth determined.

The area of numeracy continues to be a strength for the school with results presenting above state average in these areas for both Year 3 and 5. There has also been a steady growth for the Year 5 students in most areas. Across the school, there appears to be greater strength in the space and measurement strands of numeracy with number and patterns and algebra slightly lower. The development of number skills is presenting as an area for future development and is being addressed through our work on extending mathematical understanding. This is being led across the diocese by Professor Ann Gervasoni and the targeting maths team of teachers.

Within literacy, the school continues to demonstrate sound skills in the strand of reading, however, there is a downward trend which is drawing closer to the state average. An area to target for improvement is writing and within this, the areas of spelling and grammar. The staff will look to work towards this through our whole school approach to spelling within writing.

Section 8: Pastoral Care and Well Being

At St. Joseph's there is the belief that every member of the school community has the right to a safe and secure environment and in turn, the responsibility to create and maintain a safe and secure environment.

To achieve this the staff and student have developed the student and staff Rights and Responsibilities in the areas of personal, educational and environmental.

The community of St. Joseph's believe that to create an environment where all members are respected and cared for, it is the responsibility of all to actively work towards achieving this. It is crucial that all participants involve themselves in this process with commitment and confidentiality to ensure the safety of all.

This is achieved by:

- Working collaboratively as a staff to support the students and their families.
- Working collaboratively with Centacare and the in school Wellbeing Liaison Officer to address and/or source resources to meet the needs of the students and their families.
- Aiming to identify, support and evaluate students wellbeing through a 3 tiered approach. These are whole school actions, small and target group actions and individual intervention.
- Holding a whole staff wellbeing meeting per term to evaluate student wellbeing and set goals for the students as a whole school, classes and individuals. In between these, wellbeing is set on the weekly staff meeting agenda to address anything that arises throughout the term.

Discipline Policy

The community of St. Joseph's are committed to endorsing the gospel values of justice, inclusion, reconciliation, respect, trust and honesty. It is based on the belief in respect for and all are responsible for the members of our school community.

(refer: Catholic Schools Office, Wagga Wagga [Discipline Policy](#))

Anti Bullying Policy

The community of St. Joseph's are committed to providing a safe and supportive environment. This is characterised by fairness, mutual trust, respect and reconciliation. (refer: Catholic Schools Office, Wagga Wagga [Anti Bullying Policy](#))

Initiatives Promoting Respect and Responsibility

Respectful Behaviour and Responsibility is promoted on a daily basis. Posters are displayed throughout the school, developed by students and staff, and are referred to in general conversations and lived by all community members.

Strong community involvement is encouraged through a variety of activities; ANZAC Day, local events, visits to Retirement Village, parish events, inviting the community to school for productions, artworks etc.

At St. Joseph's the weekly awards are presented to students and acknowledge the students' efforts both inside the classroom and beyond. Part of this is a weekly Principal's award which celebrates the qualities that we, the students, staff and parents of St. Joseph's value and appreciate in others. When we asked the students to identify these qualities they stated friendliness, respectfulness, inclusiveness, thoughtfulness, hardworking, compassionate, initiative, pride in self and school and helpfulness. These qualities also directly link to the 'Making Jesus Real' program.

Each week teachers and students nominate others for 'Gotcha' awards. These are given when students are noticed engaging in behaviour that reflects the schools' wellbeing goals of respect and responsibility.

A uniform award is also presented twice weekly to encourage respect for the school and pride in themselves and their appearance.

Altogether the awards presented weekly are utilised to keep our welcoming and caring school nature at the forefront of the students, staff and parents' minds. The awards ensure that this continues to be a way of life at St. Joseph's.

Complaints and Grievances Resolution Policy

The Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all school in the Diocese.

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

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.

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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.

2017 Annual Improvement Plan

Strategic Priority Area	Improvement Targets 2017	Evidence of Improvement
Catholic Life and Mission	Developing school community understanding around missionary discipleship. Deeper staff understanding of their 'missionary discipleship' role	All staff have engaged in the connections program 'Treasures in Earthen Vessels'. All staff responded positively that they had a greater sense of understanding and commitment to their role as missionary disciples.
Pastoral Care and Wellbeing	For students and families to feel safe and supported in the St. Joseph's community.	The staff have been working with Catherine at all staff meetings to include a component of wellbeing. These discussions follow on from our Termly wellbeing meeting where all students are reflected upon and plans are made re: individual needs, small group needs and whole school priorities. Catherine and staff have worked with the students to establish our PBS priorities and make plans re: the implementation of this
Student Learning and Pedagogy	For students learning goals in the area of numeracy to improve and the teachers to engage in ongoing professional development, dialogue and collaboration under the guidance of the school Targeting Maths Teacher	<ul style="list-style-type: none"> • The MAI has been implemented across the whole school. The evidence from this has been used to determine growth points and set target goals. • The TMT has worked with all staff to improve understanding and teaching tools for the area of place value. This area was identified as an area in need of improvement through the MAIs. • Small group program running with identified 'at risk' group in Year 2 alongside work with all students Year 1/2. • Data indicated that all students in the intervention group have shown growth. 1/4 of the group have moved beyond the previous growth point.

Priority Key Improvements for 2018

St. Joseph's Primary School Finley - Annual Improvement Plan 2018

Improvements Targets that the school is seeking /Strategic Priorities	Implementation Strategies/Activities/Tasks	Review Process and Measures
By the end of Term 1 2018, we will have developed a plan for school improvement with an appropriate timeline around the domain of effective pedagogical practices in numeracy and literacy and directly connected to gathering and plotting student data and developing student learning goals.	<ul style="list-style-type: none"> • Professional learning by TMT re: PAT testing and how to analysis the information to develop teaching strategies. • 5 weekly check ins based on data • Data board in use in the spare room • Staff meetings based on student growth • Simplified written goals for students that provide info about how to improve • Regular individual student meetings where feedback is given and used around 1 specific reading, writing (spelling) and number/algebra goal • Develop academic profiles specifying the above that are displayed and prominent in classrooms. 	<ul style="list-style-type: none"> • Student progress across clusters (to be determined what is reasonable)

To develop cultural change, establishing feedback systems that work and support people to develop the skills to lead crucial conversations effectively.	Utilise Brendan Spillane's expertise in capacity building in individuals and teams, developing leaders to take personal responsibility for their work and also about the key behaviours that underpin the high performance mindset.	Ongoing
To further develop the RE Program in the school with resources to support teachers.	Teachers will further develop their understanding and knowledge of Sharing Our Story with the support of the REC and Sr Anne Hagan.	Follow up at the end of Term 1 with Sr Anne
To improve student learning outcomes in writing, particularly spelling.	Develop further and continue to implement a school wide strategic plan for the improvement of spelling in students.	Increase % of students in the top bands in Yr 3 & Yr 5 for spelling using the NAPLAN data as an indicator for success
To give opportunities for students to gain and apply knowledge, to deepen their understanding and develop creative and critical thinking skills within an authentic context. This will be done through STEM activities with integrated approach.	Teachers are given PD on STEM and as a school best practice is decided on and an action plan is developed for whole school approach. Students are introduced to a variety of STEM projects and from the action plan are able to make choices on the project that meets their interest.	Google form to teachers and students on the positive/ improvements gained and/ or needed to continue program. Completed at the end of term 2.

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. 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.

Through conversations and direct questioning, we have sort feedback from our parent representative body. This has been around the areas of support current initiatives, suggestions for future direction and how to engage the parents in our school community.

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
67%	28%	5%

Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
36%	53%	11%

Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
64%	27%	9%

Financial Report

